DOCUMENT RESUME

ED 142 754 08 CE 011 766

AUTHOR	Bush, Andrew J.; And Others
TITLE	Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Process. Career Development Needs Assessment: A Procedural Guide for Assessing Career Development Needs of Individuals and Groups of Individuals in a School and Community Setting. Research and Development Series Number 118 B2.
INSTITUTION	Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. Center for Vocational Education.; Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE	77
GRANT	G007500350; G007500351; G007501231
NOTE	145p.; For related documents see CE 011 762-CE 011 777
AVAILABLE FROM	Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset B $21.00, document B2 $8.25; quantity discounts available)
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	Career Education; Community Resources; Educational Development; Elementary Secondary Education; Guidance Objectives; *Guidance Programs; *Needs Assessment; *Occupational Guidance; Post Secondary Education; *Program Planning; Questionnaires; *Research Methodology; Resource Materials; *Rural Schools; Rural Youth; Vocational Counseling; Vocational Development

ABSTRACT

Materials contained in the 16 Volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This procedural handbook, one of five program development process documents for the series, provides information on why and how to conduct a career development needs assessment. One portion of the handbook deals with the ideas surrounding the execution of a needs assessment and offers concrete guidelines for conducting such an assessment for career guidance programs. Discussion and examples of procedural tools used in a needs assessment are provided. The document specifically addresses the issues of (1) identifying and involving important groups for input, (2) establishing and valuing goals, (3) gathering data, and (4) measuring and prioritizing discrepancies. The other portion of the handbook documents an application of the suggested procedures in a hypothetical situation. Appendixes contain general forms for use in conducting a local career guidance needs assessment. (TA)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED14275

RESEARCH AND DEVELOPMENT 118 B2

CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS

Career Development Needs Assessment:

A Procedural Guide for Assessing Career Development Needs of Individuals and Groups of Individuals in a School and Community Setting

Andrew J. Bush
Arland N. Benson
Harry N. Drier

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

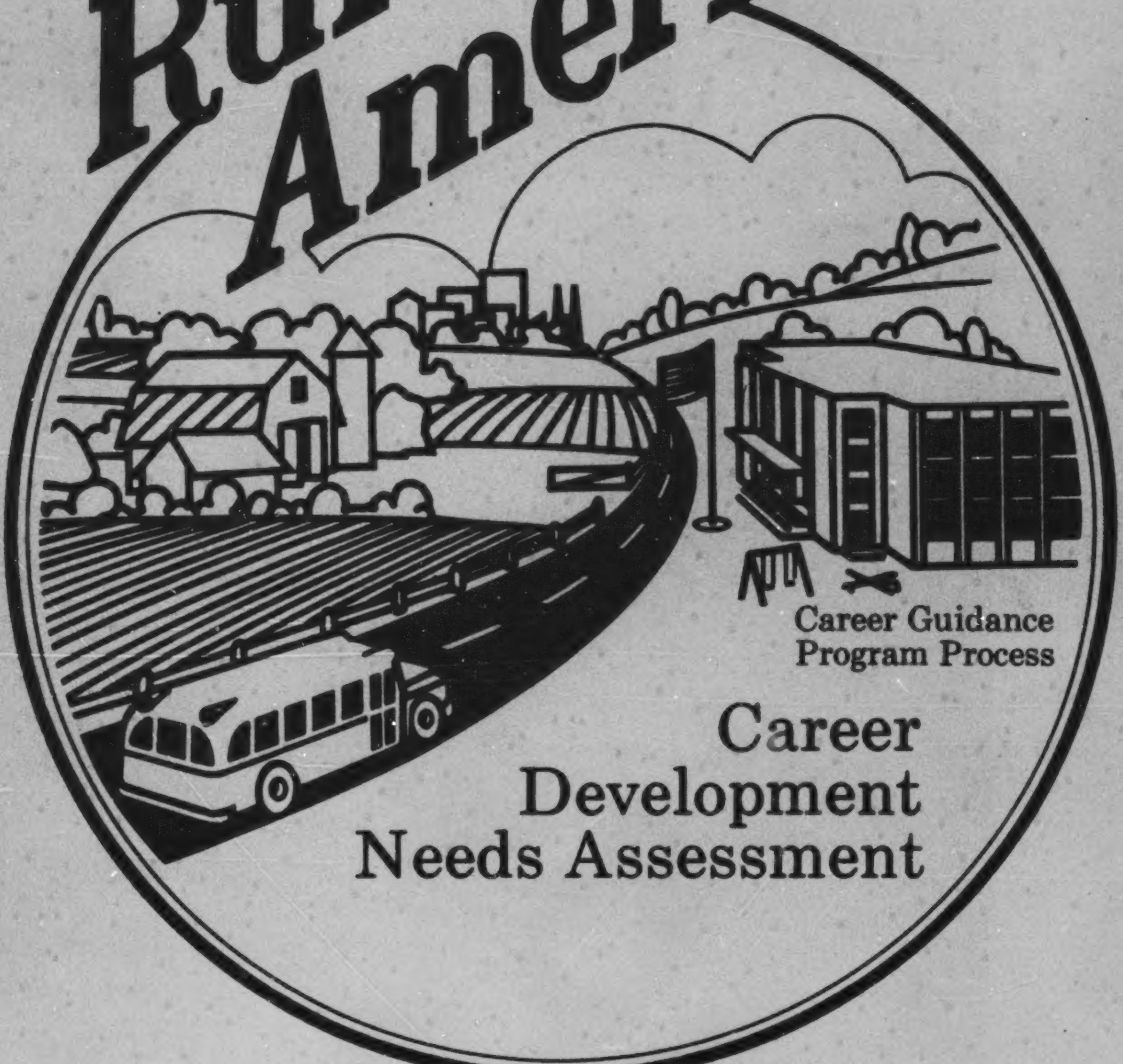
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1977

CE 011 766

RESEARCH AND DEVELOPMENT 118 B2

Rural America



Career Guidance Program Process

Career Development Needs Assessment

Career Guidance, Counseling, Placement, and
Follow-Through Program for Rural Schools

CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL (SMALL) SCHOOLS

Consortium Staff

The Center for Vocational Education **Robert E. Taylor, Director**

Harry N. Drier – Project Director
Helen M. Davis – Assistant Project Director
Karen S. Kimmel – Research Technician
Karin S. Whitson – Program Assistant
Valija Axelrod – Graduate Research Associate
Mary Korfhage – Graduate Research Associate
Richard Green – Consultant, Ohio State Department of Education

Wisconsin Vocational Studies Center **Merle E. Strong, Director**

John D. Hartz – Project Director
Susan J. Kosmo – Research Specialist
Wayne A. Hammerstrom – Research Specialist
Jan L. Novak – Research Specialist
Doris J. Kreitlow – Research Specialist

Northern Michigan University **Wilbert A. Berg, Dean, School of Education**

Walter Stein – Project Director
Sandra Hampton – Project Assistant

These materials were developed by The Center for Vocational Education, Ohio, Wisconsin Vocational Studies Center, Wisconsin, and Northern Michigan University, Michigan, through three separate grants from the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. The opinions expressed, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

Project Officer, David H. Pritchard

The Center for Vocational Education	Grant No.:	G007501231
Wisconsin Vocational Studies Center	Grant No.:	G007500350
Northern Michigan University	Grant No.:	G007500351

This publication is not printed at the expense of the federal government.

FOREWORD

Educators are continually faced with the task of meeting the changing needs of students and the community which they serve. In order to approach this change process task logically, educational planners, first of all, must be able to identify what those needs are at given points in time. This needs assessment handbook offers a set of practical procedures for rural educators to use in (1) determining the career development needs of youth, (2) determining a set of prioritized guidance program goals for their school, and (3) gaining advice from the community concerning the school's responsibility in meeting the needs of youth. Accordingly, we believe that the contents of this handbook will prove to be a valuable tool for persons responsible for rural guidance program in their efforts to monitor and improve the quality of their schools' career guidance program.

We are indebted to Andrew J. Bush, Arland N. Benson, and Harry N. Drier for making this handbook a valuable working tool.

The advice and consultation gained from the project consortium staff at Wisconsin Vocational Studies Center and Northern Michigan University were of inestimable value in the planning, preparation, and refinement of this handbook. Sincere appreciation is extended to all these individuals for their many valuable contributions and especially the task of coordinating the credibility review process in their respective states.

We hope that you find this handbook to be useful. We welcome your constructive comments for its improvement.

Robert E. Taylor
Director

ACKNOWLEDGMENTS

National Advisory Committee

Everett Edington, Director, ERIC/CRESS, New Mexico State University, Las Cruces, New Mexico

Martin W. Essex, Superintendent, Ohio State Department of Education, Columbus, Ohio

George Leonard, Professor, College of Education, Wayne State University, Detroit, Michigan

Barbara Thompson, Superintendent, Wisconsin Department of Public Instruction, Madison, Wisconsin

Gaylord Unbehaun, Superintendent of Schools, Brillion, Wisconsin

State Department Coordinators

Lorran Celley, Consultant, Wisconsin State Board of Vocational and Technical Education, Madison, Wisconsin

Richard Green, Consultant, Division of Guidance and Testing, Ohio State Department of Education, Columbus, Ohio

Jerry Henning, Consultant, Wisconsin State Department of Public Instruction, Madison, Wisconsin

James Mahrt, Guidance Supervisor, Michigan State Department of Public Instruction, Lansing, Michigan

Robert Meyer, Career Education Director, Wisconsin State Department of Public Instruction, Madison, Wisconsin

Paul Speight, Consultant, Wisconsin State Department of Public Instruction, Madison, Wisconsin

Special Project Advisors

Wilbert A. Berg, Dean, School of Education, Northern Michigan University, Marquette, Michigan

Robert Campbell, Program Director, The Center for Vocational Education, The Ohio State University, Columbus, Ohio

Jack Ford, Assistant Director, Division of Vocational Education, Ohio State Department of Education, Columbus, Ohio

Roger Lambert, Associate Director, Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin

Raymond Wasil, Director, Division of Guidance and Testing, Ohio State Department of Education, Columbus, Ohio

Special Contributors

Anna M. Gorman, Research Specialist, The Center for Vocational Education, The Ohio State University, Columbus, Ohio

Andrew J. Bush, Graduate Research Associate, The Center for Vocational Education, The Ohio State University, Columbus, Ohio

Joan Blank, Writer and Editor, The Center for Vocational Education, The Ohio State University, Columbus, Ohio

Orest Cap, Graduate Research Associate, The Center for Vocational Education, The Ohio State University, Columbus, Ohio

John Meighan, Research Specialist, The Center for Vocational Education, The Ohio State University, Columbus, Ohio

TABLE OF CONTENTS

SECTION I INTRODUCTION 1

SECTION II ISSUES AND GUIDELINES FOR CONDUCTING A NEEDS ASSESSMENT 5

Identification and Involvement of Important Groups 5

Determining and Ranking General Career Guidance Goals 10

Developing Specific Career Guidance Subgoals 12

Measuring Student Performance 19

Spiral Spring of Development Goals 20

Comparing Goal Standards and Actual Performance 26

Determining and Prioritizing Discrepancies 28

SECTION III APPLICATION AND REFERENCES 33

EXHIBITS 41

APPENDICES 69

SECTION I

INTRODUCTION

To maintain and improve local guidance programs, school personnel must engage in ongoing planning, development, implementation, and evaluation activities. A comprehensive conceptual framework for captivating the essence of a systematic approach to such activities has been presented in the *Life Role Development Model* of this series. That framework endorses two principal component activities, problem *identification* and problem *resolution*. Logically, before a problem can be rationally resolved, it must be identified and adequately defined. In the context of problem identification, a *needs assessment* can be a valuable working tool. Hence, the process of needs assessment, whether it be formal or informal, large scale or small, is an integral component of guidance planning, development, implementation, and evaluation.

The overriding purposes for a guidance program needs assessment are to identify problem areas in current guidance programming, assist in setting goals targeted at overcoming those shortcomings, and, in general, provide a logical base for planning, development, and implementation aimed at eliminating student career development weaknesses. To accomplish these purposes, a needs assessment inherently contains elements of problem identification and problem resolution. In short, not only is a needs assessment a tool for planning, but also a systematic approach employing planning and implementation strategies.

To become functional, the strategy of needs assessment must be applied within a situation where goals either already exist or are possible to formulate. Since the target area that this handbook will address is the career guidance program in rural schools, a way of describing appropriate career development content domains and goals based on those domains is needed.

Drawing upon the career development content framework for career guidance established in the *Life Role Development Model*, three career guidance domains can be postulated. These domains include (1) self and interpersonal relations, (2) life roles, and (3) career planning and decision-making.

Based upon these three domains, generalized goals can be developed that state career guidance program objectives. Twenty-six such broad goals have been developed for this project which specify what students should be able to do. In terms of these, students can:

Self and Interpersonal Relations

1. Assess the relationship of their interests, attitudes, values, abilities, and achievements to the development and realization of their career goals.

2. Appraise their physical and mental characteristics, the potential for change, and apply this knowledge to goal setting for life roles.

3. Affirm an integrated self-concept based on the integration of environmental and group experiences and individual internal factors.

4. Assess their personal interests, aptitudes, and qualifications in selecting and assuming career roles.

5. Characterize their personal attitude and value system.

6. Assess the impact that social relationships such as those that occur in the home, school, and community settings have upon them.

7. Appraise similarities and differences in the attitude and value systems of others in order to become tolerant in interpersonal relationships.

8. Demonstrate mastery in coping and adjusting to various settings and situations to promote positive interpersonal relationships in their career roles.

Life Roles

1. Appraise the variety, complexity, and availability of occupations in the world of work.

2. Appraise the economic benefits and limitations associated with potential occupations.

3. Judge the ways in which occupations relate to the goals, needs, and functions of society.

4. Assess the basic characteristics, qualifications, and stages of preparation needed to obtain and perform in various occupational roles.

5. Evaluate the relationships of present and anticipated life roles to economic trends found in the community, state, and nation.

6. Assess the ways in which personal needs, roles, and goals relate to occupations.

7. Affirm that physical and emotional needs can be met through leisure activities.

8. Determine how to plan for and utilize leisure opportunities.

9. Assess the relationships among leisure, educational, and occupational pursuits and preferred life styles.

10. Determine how life roles may change over time and how interaction takes place between maturation and life roles.

Career Planning and Decision-Making

1. Utilize the essential skills necessary to gather, organize, and evaluate information for effective decision-making.

2. Utilize personal and social goals and values in their decision-making process.

3. Affirm the potential for expanding their life role options as a result of effective decision-making.

4. Evaluate their career decisions as they relate to personal values.

5. Accept the responsibilities for their decision-making outcomes.

6. Consider various pathways available for achieving short and long term educational, occupational, and social goals.

7. Utilize the skills necessary for securing, maintaining, and/or advancing in various career pathways.

8. Validate that career planning is a continuous process which reflects continual learning in a changing environment.

It is important to notice that these goals are not measurable as they stand.

Consequently, something must be done to reduce them to measurable levels before work can progress targeted at identifying program shortcomings. Fortunately, Bloom's taxonomy affords a conceptual base for refining high abstraction goals into low abstraction components (Bloom, 1956). Moreover, it permits specificity in selecting the *kinds* of goals appropriate for a given situation and student population.

Examples of how the taxonomy can be used to establish different types of intermediate level program goals can be found in the *Life Role Development Model*. There, two intermediate career guidance goals for each category of Bloom's taxonomy have been presented for each of the twenty-six general goals cited earlier.

To be measurable a goal must at least specify who and what, in clear, unambiguous terms. By applying the principles of the taxonomy to the general goals, program objectives can be formulated. By making them concrete enough to measure, a career development needs assessment can begin.

The needs assessment process is built around the concept of a need. Unless care is taken in defining the construct, the process is worthless. Typically, a need is defined as a *discrepancy* between a desired condition and an actual condition. For example, if a program goal is to have 50 percent of the freshman class read and comprehend information in a certain career information brochure and only 10 percent have either read or demonstrated understanding, the implied need is the discrepancy between the percent who "should" have read and comprehended the brochure and the percent who "in fact" did.

In overview, the needs assessment process can be seen as minimally involving four basic steps. First, desired states must be formulated in measurable terms. Second, actual states must be measured. Third, the discrepancies existing between postulated desired states and measured actual states must be obtained. Fourth, once needs are established, they must be prioritized.

On the surface, these steps may appear to be easy to pursue. In practice, they can be rather difficult to execute and, generally, require careful planning prior to implementation. In this regard the planning-implementation cycle, developed for this project can prove to be an invaluable tool for organizing the thinking of the school person who wants to conduct a needs assessment.

Armed with that framework and employing the goals specified by the *Life Role Development Model*, a career development needs assessment can be approached. Needs assessment, in its most rudimentary form, is a problem identification-solution exercise and the establishment of a jumping-off place for creating measurable, important career guidance objectives.

In terms of content, this handbook contains two major sections. The first section deals in detail with the issues surrounding the execution of a needs assessment and offers concrete guidelines for conducting such an assessment for career guidance programs. It provides discussion and enough examples of the procedural tools used in a needs assessment to give the readers a clear picture of what must be done and how to do it.

It specifically addresses the issues of (1) identifying and involving important groups for input, (2) establishing and valuing goals, (3) gathering data, and (4) measuring and prioritizing discrepancies. Taken together, the material in this section should give the beginning needs "assessor" the requisite information and methodology for successfully carrying out an assessment of student career guidance program needs.

The second major section creates a hypothetical school situation within which a counselor is trying to conduct a career guidance program needs assessment. It documents an application of the procedures suggested in the preceding section. Further, both sections provide instrumentation that the consumer can use to gather information to measure the degree of program goal achievement in a local school.

Overall, the handbook provides the means for someone in a local school to conduct a career development needs assessment. From the perspectives of giving valuable insight into the needs assessment process and making practical tools for that process available, the handbook is indeed valuable. However, it is limited in the extent to which it can anticipate special school environments. Obviously, this handbook is not tailored for every individual school. It is not intended to be. What it does offer is a general plan that can be modified for local use with minimal consumption of time and effort. Consequently, it reduces the time and energy demand placed on local school persons who wish to pursue a career guidance program needs assessment. It does not eliminate that demand completely.

Further, the point must be made that the entire series of rural guidance products has been specically designed with the rural school in mind. Consequently, this handbook is particularly appropriate for rural settings. Its contents have been designed to fit that environment as closely as possible.

SECTION II

ISSUES AND GUIDELINES FOR CONDUCTING A RURAL CAREER GUIDANCE NEEDS ASSESSMENT

Identification and Involvement of Important Groups

Why Involve Other People?

Needs assessment is most successful when it is a team effort. Involving representatives of several school and community groups will provide a broad data base as well as build additional support for a comprehensive career guidance program. How one goes about a needs study is as important as the end result. A career guidance program can help unify a school and a community.

Involving a wide range of interests and viewpoints in a needs study will start the building of communication links among teachers, counselors, administrators, community members, parents, and students. "None of us is as smart as all of us" might be a motto for a needs study.

A needs study involves some risk and will create some resistance. Some people might feel they are being evaluated. Others may be concerned about making changes. People who are seeking change and growth may become worried about their expectations not being met. One way to cope with these human feelings is to seek representative reactions from all involved groups.

Conducting a needs study in an open fashion will make expectations and standards of performance more clear to students, educators, and taxpayers. Communication among these sectors is vital in making proper program decisions on an ongoing basis.

Who Should Be Involved?

The people in positions of power and influence, such as administrators, teachers, and leaders of parent, business, and community groups should be represented in a needs study. Without knowledgeable support (or at least neutrality) from the power structure of the school and community, little permanent program development is likely.

Starting with people who appear interested is popular in a time of shared decision-making, and it can also generate enthusiasm and commitment from others. Generally, the best approach is to involve the formal power structure and at the same time provide opportunities for voluntary participation.

Different communities may have specific groups who are highly visible, organized, and interested in promoting particular issues and programs. A needs study must involve a cross-section of the school and community and not just the most vocal or powerful elements. A comprehensive career guidance program should not be seen as a "counselors' program" or a "teachers' program" or a "business program," but as a total school-community program.

The following should be considered in any needs study with possible additions or modifications based upon local conditions:

- Policy-makers in school administration
- Parents
- Students
- Graduates
- School Leavers
- Employers
- Teachers
- Other community members (e.g., volunteer and service agencies)

One or two representatives from each of these groups (or populations) should be active contributors to a needs study. The mechanics of collecting information and attending meetings is more practical if ten people or less are involved. If one person from each of the above eight categories served as reactors and contributors to a needs study, one could still add two additional students for support and for variety of grade level representation.

How Should People Be Involved?

The first step in the needs study is to determine the purposes of the school district's career guidance program. To determine what should constitute a student's career development is the basis of all further program efforts. After determining what the status of a student's career development should be at various grade levels, the student assessment program can be started. The student assessment program is followed by a process of measuring the differences between what "should be" and what "actually is." Such differences are student needs. The process of ranking the student needs and developing goals constitutes the final phase of the assessment.

People from the eight populations mentioned can help with all four phases in the needs study. Two methods of involvement are possible with modifications of each. The individual information gathering method uses interviews and questionnaires to get responses from population representatives at each stage in the needs study. The task force method uses meetings to get responses from population representatives. Both methods may include questionnaires or interviews with larger samples of people. Both approaches may also use face to face meetings.

Asking ten people to periodically react to career guidance goals and to rank order needs can be done exclusively with individual contacts, through committee meetings, or in some combination of individual contacts and meetings. In both instances it may be desirable to further sample the different populations for specific information critical for program planning.

Putting emphasis on an individual contact approach has the advantage of getting a needs study underway rapidly with relatively little risk of being sidetracked with other issues and agendas.

Putting emphasis on group meetings also has several advantages. The group meetings can stimulate creative brainstorming and increase individual commitment to the project. Face to face communication also tends to be clearer. The risks or potential disadvantages of extensive task force meetings center around the group's staying on a common agenda and resolving conflicts.

How to Get People Involved

People who are asked to participate in a needs study will want to know

- What is expected of them,
- What time demands there will be,
- What is the purpose of the needs study,
- What change might result from the needs study.

One approach would be to point out the ways in which individuals representing the school and community setting can contribute to a needs study, such as:

- Thinking through the purposes and content of career guidance,
- Promoting the cooperation of various groups,
- Making sure all valued goals and interests are represented.

The amount and nature of time commitments should be spelled out when initially contacted. The short term goals, as well as the long-term goals for each step of the needs study should be briefly explained. Developing people's confidence in their ability to contribute to a needs study is important. Providing realistic benchmarks of accomplishment is a necessary orientation.

Providing incentives for participation is also important. It is desirable to have a core group of people help with all steps of a needs study. The opportunity to help improve education can be rewarding to all group representatives, but more immediate incentives can increase performance and might include:

- Recognition by peers and the power structure,
- Freedom of participation,
- Feedback as to progress and accomplishments,
- Variety and novelty of activities,
- Coffee, pop, doughnuts, lunch.

An invitation to prospective helpers for a needs study might take the form of a letter, phone call, or personal contact. An example of such an invitation is found in Figure 1.

Students may need reassurance that there will be other students on this survey force and that their advice is valued. Community members may need reassurance that consumer reactions are also important. Educators may need reassurance that the needs study will be more than a philosophical debating society. Using the set of goals and procedures in this package as a starting point will assist in developing a realistic and productive pace. In every step of the needs study, however, local adaptations of these materials may be necessary as well as motivating to the participants. The needs study task force will appreciate having proven materials and procedures available, but at the same time they must have the opportunity to add their own creativity.

Date____________________

Dear________________________,

Our school is undertaking a career guidance needs study and we need your help. We want to decide what our students' career planning skills and knowledge should be, and then find out what the status of our students really is. From a comparison of the "ideal" and the "actual," we will decide what our most urgent needs are.

We ask for four to eight hours of your time over the next six to eight weeks. The ideas of students, educators, parents, and community members are needed. If you have any questions, please call______________.

Sincerely yours,

FIGURE 1

Invitation to Prospective Helpers

Orienting the Task Force and Community

A simple time and activity flow chart can be given to the task force members and a time line negotiated (see Figure 2).

TIMELINE:	*Steps in the Needs Study*
PHASE I (Step 1)	Determine General Career Guidance Goals
By *(Specific Date)*	Rank in Order the Importance of the General Goals
By *(Specific Date)*	Develop Concrete Career Guidance Goals
By *(Specific Date)*	Rank in Order the Importance of the Concrete Goals
PHASE II (Step 2)	Measure Student Performance
By *(Specific Date)*	
PHASE III (Step 3)	Comparing Goal Standards and Actual Performance
By *(Specific Date)*	
PHASE IV (Step 4)	Rank in Order the Urgency of Needs and Report
By *(Specific Date*	

FIGURE 2

Time and Activity Flow Chart

A flow chart similar to the preceding example should be explained and encouragement given at each step, so that involvement in the project does not appear overwhelming.

Approval and support will be needed from the school board and administration in order to start. Hopefully, representatives from high levels of the formal power structure are serving on the needs study review panel (task force).

The counselor or an administrator may wish to send a memo to the school and the community recruiting volunteers to serve in a reactor capacity. An example is presented in Figure 3.

MEMORANDUM

TO: Students, Faculty, and Community Residents

FROM: Counselor or Task Force Chairperson

DATE:

RE: Career Guidance Needs Study

Our district is starting a process of defining the goals and student needs for career guidance. This process is starting with a needs study that will involve students, staff, and community. The needs study will consist of the following steps:

1. Clarification of the goals of career guidance,
2. Assessment of student performance,
3. Measurement of the discrepancies between goals and performance,
4. Ranking the discrepancies in terms of urgent student needs.

This needs study will be carried out during the next _____ weeks. If you receive a questionnaire, please return it as soon as possible. Your cooperation is appreciated. If you have any questions, please call ____________________. Thank you for your help.

FIGURE 3

Memorandum Regarding the Purpose of Career Guidance Needs Study

Determining and Ranking General Career Guidance Goals

Determining General Career Guidance Goals

The twenty-six goals mentioned previously should be reviewed by the task force for additions, deletions, or modifications to meet local values. One likely reaction will be a difficulty in understanding such general goals. Understanding may be increased by handing out concrete goal examples for the general goals. Concrete goal examples are found in the following sections. At this point it would be useful to read through the rest of the needs study handbook before developing your total needs assessment plans.

Another likely reaction would be questioning of the breadth of the goals covering interpersonal skills, values, and leisure activities. Explain the importance of self-awareness to career planning and the increasing importance of leisure and other non-paid work roles. A general caution would be to prevent a lengthy goal adoption process. No more than two or three meetings or individual contacts should be used for determining general goals.

The twenty-six general goals are broad enough to be considered applicable to the lifelong career development process. When it comes to specific student performance measures, grade and/or age level may be needed.

Ranking the General Career Guidance Goals

Once the general goals have been set, the task force members should individually evaluate the importance of each goal. Besides the ten member task force, other people in each of the relevant populations might be sampled. Again, any procedure should not be so complex that it would take longer than a week to ten days to complete.

Many people have difficulty responding to such general goal statements without clear directions. A short questionnaire can be used to collect the general goal evaluations. See Appendix A for a suggested format.

The surveys may be mailed or handed out and collected at a task force meeting. Mailed surveys may require follow-up postcards or phone calls if a high return is desired. A small number of thoughtful responses from each of the relevant populations is preferable to a long drawn-out effort to sample large numbers.

The general goal importance survey can be tabulated for each goal using the following procedures:

1. Obtain responses from all eight groups,

2. Compute the group average importance score for each goal,

3. Enter the average importance score in the goal table (Figure 4).

The group weight would be 1 if all eight groups are considered equal in assessing goal values. If some groups' opinions are considered more important than other groups, they can be given a weight of 2. Unless there is a good reason for weighting some groups' opinions more than others, it is recommended that all group ratings be weighted equally. For example, the following scores for Goal 1 are presented in Figure 5.

General Goal Table

DOMAIN I:

Goal 1:

	Students	Parents	Adm	Graduates	Drop Outs	School Staff	Employers	Community Members
Average Importance Score								
Group Weight (1 or 2) (Optional)								
Average Importance Score Weight (Optional)								

__________ Goal Value = Same as Above

FIGURE 4

General Goal Table

DOMAIN I:

Goal 1:

	Students	Parents	Adm	Graduates	Drop Outs	School Staff	Employers	Community Members
Average Importance Score	3	4	2	3	3	2	4	2
Group Weight (1 or 2) (Optional)	1	1	1	1	1	1	1	1
Average Importance Score Weight (Optional)	3	4	2	3	3	2	4	2

Goal Value = 3 + 4 + 2 + 3 + 3 + 2 + 4 + 2 = (23)

FIGURE 5

Sample Scores for Goal 1, Domain I

In this example it was decided that all groups should be weighted equally. The general goals can then be ranked using the goal values from highest to lowest. (See Exhibit F for a suggested format.) At this point, task force judgments have to be made as to which general goals to keep and which, if any, to drop. Any goals that are rated 1 (not at all important) by most groups might be dropped.

Developing Specific Career Guidance Subgoals

The general goals, judged important enough for further study, should be put into more specific student performance subgoals. Such subgoals will be easier to measure and more easily understood by both students and adults. Putting the general career guidance goals into concrete examples is another test of their local usefulness.

Standards of performance, essential in a needs study, can be established for concrete specific subgoals. Putting different age level standards and emphases on such goals suggests a developmental flow of career development needs.

For needs assessment purposes, it is helpful to think of describing concrete goals at three levels:

- knowledge
- comprehension
- application

Knowledge goals include defining terms, recalling facts, identifying words, etc. Comprehension goals show understanding, ability to describe something in one's own words, etc. Application goals show transfer of concepts to new situations and problem solving.

For each of twenty-six general career guidance goals provided in the handbook, three specific subgoals have been developed. One of the three concrete goals represents student knowledge, a second represents student comprehension, and a third represents student application. General goals and their constituent specific subgoals for each of the three domains are the following:

Self and Interpersonal Relations Domain

1. Assess the relationship of their interests, attitudes, values, abilities, and achievements to the development and realization of their career goals. *(General Goal)*

   a. (Knowledge) The student identifies values and interests. *(Subgoal)*

   b. (Comprehension) The student explains how values and interests influence career goals. *(Subgoal)*

   c. (Application) The student applies self-awareness knowledge to career goal setting. *(Subgoal)*

2. Appraise their physical and mental characteristics, the potential for change, and apply this knowledge to goal setting for life roles.

a. (Knowledge) The student describes developing mental and physical characteristics.

b. (Comprehension) The student explains how physical and mental skills are used in occupational and leisure activities.

c. (Application) The student creates short term physical development goals that support tentative long-range career goals.

3. Affirm an integrated self-concept based on the integration of environmental and group experiences and individual internal factors.

   a. (Knowledge) The student describes several specific ways in which people differ.

   b. (Comprehension) The student explains how a person's self-image is influenced by experiences.

   c. (Application) The student predicts career planning behavior based upon a knowledge of self-image.

4. Assess their personal interests, aptitudes, and qualifications in selecting and assuming career roles.

   a. (Knowledge) The student identifies school skills needed in different occupations.

   b. (Comprehension) The student understands the use of standardized tests in self-assessment of aptitudes.

   c. (Application) The student uses a knowledge of abilities and interests in career planning.

5. Characterize their personal attitude and value system.

   a. (Knowledge) The student defines a personal value system.

   b. (Comprehension) The student understands the importance of a value system.

   c. (Application) The student resolves value conflicts using priorities.

6. Assess the impact that social relationships, such as those that occur in the home, school, and community settings, have upon them.

   a. (Knowledge) The student describes influential social relationships.

   b. (Comprehension) The student explains how family and friends influence career and life style decisions.

   c. (Application) The student shows self-control while listening to the advice of others

7. Appraise similarities and differences in the attitude and value systems of others in order to become tolerant in interpersonal relationships.

   a. (Knowledge) The student describes how people's value systems differ.

   b. (Comprehension) The student explains the effects of differing value systems.

   c. (Application) The student forecasts the consequences of different methods of resolving interpersonal differences.

8. Demonstrate mastery in coping and adjusting to various settings and situations to promote positive interpersonal relationships in their career roles.

   a. (Knowledge) The student can describe positive interpersonal relationships.

   b. (Comparison) The student can distinguish between cooperative and competitive behaviors.

   c. (Application) The student demonstrates the effective use of interpersonal communication.

Life Role Domain

1. Appraise the variety, complexity, and availability of occupations in the world of work.

   a. (Knowledge) The student describes the number of occupational possibilities.

   b. (Comprehension) The student evaluates occupational information resources.

   c. (Application) The student demonstrates skills in investigating specific occupations.

2. Appraise the economic benefits and limitations associated with potential occupations.

   a. (Knowledge) The student describes the financial gains from various occupations.

   b. (Comprehension) The student explains how supply and demand affects money rewards from various occupations.

   c. (Application) The student demonstrates the ability to evaluate employment offers on the basis of financial rewards.

3. Judge the ways in which occupations relate to the goals, needs, and functions of society.

   a. (Knowledge) The student describes how occupations meet human needs.

   b. (Comprehension) The student demonstrates an understanding of the interdependence of occupations.

   c. (Application) The student projects social needs which might be met by specific occupations.

4. Assess the basic characteristics, qualifications, and stages of preparation needed to obtain and perform in various occupational roles.

   a. (Knowledge) The student identifies the performance requirements of various occupations.

b. (Comprehension) The student explains how a person's qualifications relate to several occupations.

c. (Application) The student evaluates employment application information.

5. Evaluate the relationships of present and anticipated life roles to economic trends found in the community, state, and nation.

a. (Knowledge) The student identifies information resources for labor market trends.

b. (Comprehension) The student explains some of the difficulties in predicting labor market trends.

c. (Application) The student forecasts labor market trends.

6. Assess the ways in which personal needs, roles, and goals relate to occupations.

a. (Knowledge) The student identifies human needs that can be satisfied through work.

b. (Comprehension) The student explains how an occupation can be a source of satisfaction or dissatisfaction.

c. (Application) The student evaluates occupational conditions in terms of satisfaction or dissatisfaction.

7. Affirm that physical and emotional needs can be met through leisure activities.

a. (Knowledge) The student recognizes possible leisure activities.

b. (Comprehension) The student understands that work (occupation) and play (leisure) have several things in common.

c. (Application) The student applies knowledge of leisure activities to the maintenance of health.

8. Determine how to plan for and utilize leisure opportunities.

a. (Knowledge) The student recognizes leisure opportunities.

b. (Comprehension) The student explains what to consider in selecting leisure activities.

c. (Application) The student applies knowledge of leisure time use to different life situations.

9. Assess the relationship between leisure, educational, and occupational pursuits and preferred life styles.

a. (Knowledge) The student identifies the major characteristics of a given life style.

b. (Comprehension) The student explains how education, work, and leisure influence each other.

c. (Application) The student relates leisure and work in a simulation problem.

10. Determine how life roles may change over time and how interaction takes place between maturation and life roles.

    a. (Knowledge) The student identifies a sequence of life roles.

    b. (Comprehension) The student explains life role changes.

    c. (Application) The students uses a knowledge of life roles to evaluate changes over time.

Career Planning and Decision-Making Domain

1. Use the essential skills necessary to gather, organize, and evaluate information for effective decision-making.

    a. (Knowledge) The student can recognize sources of information for career decision-making.

    b. (Comprehension) The student explains the kinds of decision-making information available from different sources.

    c. (Application) The student evaluates decision-making information.

2. Use personal and social goals and values in their decision-making process.

    a. (Knowledge) The student describes personal and social goal awareness as a part of the decision-making process.

    b. (Comprehension) The student explains how goal setting affects the decision-making process.

    c. (Application) The student evaluates decisions based upon individual goals.

3. Affirm the potential for expanding life role options as a result of effective decision-making.

    a. (Knowledge) The student identifies life role options.

    b. (Comprehension) The student explains how decision-making can increase options.

    c. (Application) The student generates several options in choice situations.

4. Evaluate their career decisions as they relate to personal values.

    a. (Knowledge) The student identifies values and interests.

    b. (Comprehension) The student explains how values help determine decisions.

    c. (Application) The student evaluates career decisions based upon individual values.

5. Accept the responsibilities for their decision-making outcomes.

    a. (Knowledge) The student identifies where decisions can be made.

    b. (Comprehension) The student explains how decision-making skills are used where some control is possible.

    c. (Application) The student evaluates an individual's decision control in various situations.

6. Consider various pathways available for achieving short and long term educational, occupational, and social goals.

    a. (Knowledge) The student identifies open entry and open exit patterns of school, work, leisure, and family roles.

    b. (Comprehension) The student explains occupational ladders.

    c. (Application) The student shows how short- and long-range goals relate to life roles.

7. Use skills necessary for securing, maintaining, and/or advancing in various career pathways.

    a. (Knowledge) The student can identify career skills of entry, maintenance, and advancement.

    b. (Comprehension) The student explains occupational pathways.

    c. (Application) The student evaluates the types of skills needed for life-long career development.

8. Validate that career planning is a continuous process which reflects continual learning in a changing environment.

    a. (Knowledge) The student identifies career planning processes.

    b. (Comprehension) The student explains how career planning is life-long.

    c. (Application) The student shows how career planning is needed on an ongoing basis.

It is suggested that the preceding specific subgoals can be used as a starting point for a K-14 career guidance program. Specifying grade level differences in performance will be explained in the next section. The needs study task force will want to write specific subgoals for all general goals considered for further study. The specific subgoals should reflect local conditions and be identified as the local community's goals.

The relevant preceding goals and subgoals may be adopted with local modifications and additions to save writing time.

Ranking the Specific Career Guidance Subgoals

Once the subgoals have been set, the task force members should individually evaluate the importance of each. This procedure should also be accomplished within a ten day time line. Career guidance subgoals are easier to react to and the task force may wish to send importance-surveys to a small sample from each of the eight groups.

Specific Career Guidance Subgoals Importance Survey

The subgoal survey should be tabulated using the same procedures as for the general goal survey.

With the cooperation of math teachers, students can contribute and learn by conducting needed data tabulation, interpretation, and reporting of needs study data.

At this point judgments must be made by the task force about which subgoals to include in the measurement of student performance. It is important also to rank the importance of the subgoals to confirm similarities with the general goal rankings as well as to find changed rankings. When general goals are broken down into more specific performance objectives, relative importance rankings can change for some goals.

A report on career guidance subgoals (see Figure 6) can be useful at this point in publicizing the needs study and gaining cooperation for the next phase.

MEMORANDUM

TO: Students
Staff
Community Residents

FROM: Task Force Chairperson or All Task Force Members

DATE:

RE: Career Guidance Subgoals

Our district's career guidance needs study task force has just completed the first phase of its work. The following career guidance goals have been judged important by representatives of students, parents, administration, graduates, staff, employers, and community members:

Goals:

1.

2.

3.

etc.

(List all concrete student performance goals considered important enough to measure.)

We will be measuring student learning in career guidance shortly and reporting student needs.

If you have any questions, please call____________________.

FIGURE 6

Report on Career Guidance Subgoals

At this point the task force should be complimented for completing an important milestone in the needs study.

Measuring Student Performance

Student performance must be assessed on each of the career guidance goals in order to determine student needs. The most practical assessment method is to construct a test questionnaire. Questionnaire items should include areas of student knowledge, comprehension, and application. Showing how the seventy-eight career guidance subgoals can be measured is presented in Appendix B. This instrument is exemplary and should be modified to address local goals. Items could be added, omitted, rearranged, or rewritten.

The items on the questionnaire are generally appropriate for middle school, junior high school, or early senior high school students. More difficult items may be needed to challenge older students in grades eleven-fourteen and simpler ones for students in the elementary grades. Suggested modifications appropriate for elementary school students are presented in Appendix D. These modified items were adopted from the Roseville, Minnesota schools K-4 Career Education Evaluation Report, 1973. The questions may have to be read to the youngest students and to poor readers. Young children will also need wide-spaced lines for marking their answers.

While the pencil-paper questionnaire is generally recommended, alternatives or supplemental techniques include:

- Structured interviews,
- Structured observation,
- Simulation exercises,
- Indirect performance measures, such as school records.

In each instance it is well to keep in mind that student achievement in the attainment of career guidance goals is being measured. Such measurements must be carefully planned and practical to collect, tabulate, interpret, and report.

Establishing Grade Level Standards of Performance

At this point it is necessary to establish in more detail the grade level standards of performance. The general purposes and goals of career guidance have been established; but the specific standards of what student performance should be at any given time are yet to be determined. Open discussion of standards of performance and an explicit definition of the level of student performance for a specific grade or age group are recommended.

The following is a suggested procedure for establishing standards of student performance:

1. Determine a set of K-14 career guidance goals,
2. Determine a set of questionnaire items with modifications for the various age/grade levels to be sampled,

3. Determine *acceptable* and *unacceptable* responses to the questionnaire items,
4. Administer the questionnaire to the appropriate age/grade levels,
5. Score the items based upon a scoring key,
6. Judge program urgency based on any differences in student performance.

Spiral Spring of Development Goals

The specific subgoals addressed in each "goal" are developmental over the K-14 age span. Each of the three domains, twenty-six general goals and seventy-eight subgoals, repeat or recycle at various age levels but with different levels of performance. One way of illustrating developmental goals is a spiral spring (see Figure 7).

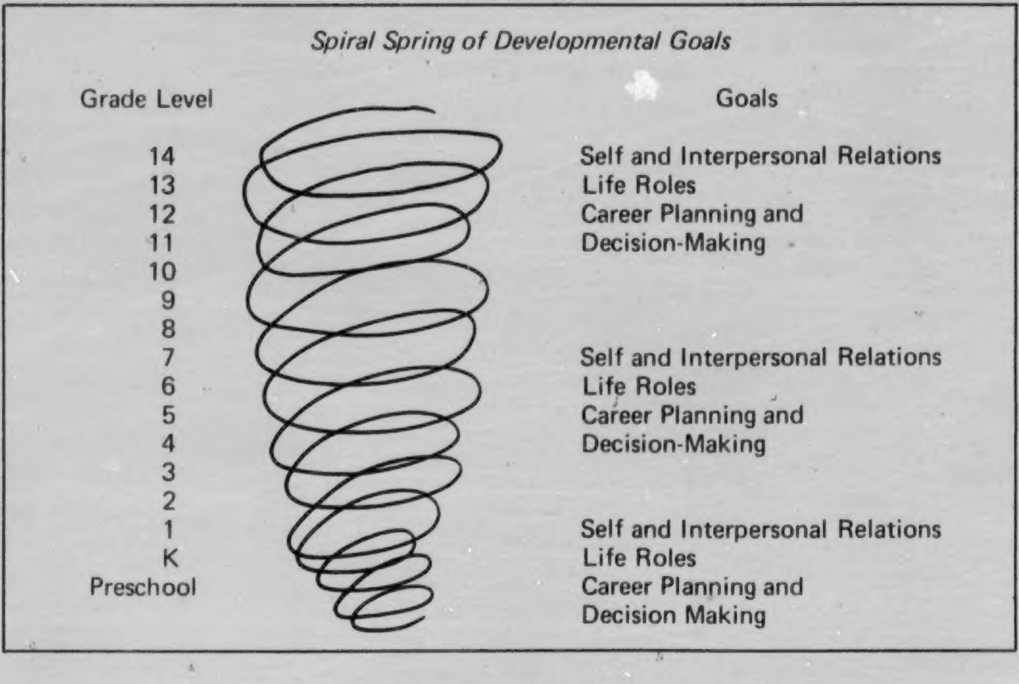


FIGURE 7

Spiral Spring of Developmental Goals

The spiral shows the same basic goals recurring as themes of career development over the K-14 age span. Each time a goal recurs, however, it is at a higher plane of development. The spiral has already started before school entry and continues through adult life. The developmental spiral provides a framework for a coordinated career guidance program K-14. Student standards of performance for specific grade levels will need to recognize age and motivation differences.

Five age and motivation conditions that must be considered in writing grade level questionnaire items include:

- Reading comprehension,
- Experience based content,
- Experience based concepts,
- Concepts of time,
- Ability to think abstractly.

The breadth and depth of experiences of a particular age group are important in terms of information, motivation, and understanding. For example, third graders may not be interested in dating situations as content for decision-making. Occupational choice questions may be remote from many young or immature students. Urban or suburban situations may be remote from many rural students. A concept such as destiny control may be difficult to understand. Time perspectives and projections are more difficult for the younger student, as is abstract thinking.

Student Sampling Procedures

Determining which students to assess is a decision that must be made before the questionnaire or other techniques are selected. It is often not practical to test every student in a school population. Therefore, it is important to use a sample that is representative of the larger school population. Common methods of selecting student samples include:

Method I: All Students

Every student participates in the study. Certainly, this is a representative sample of the *current* student population, but sometimes is an impractical method in terms of time and expense.

Method II: Best Guess

Specific classroom or subgroups of students (based on judgment) represent the larger student population in a specific school or age range.

Method III: Mathematical Selection

Students are selected using a random number table or a random counting procedure. Chance is relied on to cancel out known or unknown influences that make samples not representative.

It may not be possible to test all students K-12, but if the population is defined as specific subgroups such as all ninth graders, it may be feasible to test a large percentage. If a subgroup is used, judgment must be made about how much confidence to place in generalizations made to younger and older students. It may be desirable to include students in several grades, e.g., third, eighth, eleventh.

If more than one grade level is sampled, it is important to coordinate the assessment goals. The questions to consider in selecting the number and size of grade levels are:

- In the past several years, have program changes taken place which may have changed student performance over the grade levels? (Yes, means you may want to consider more than one grade level sample.)

- Are specific grade level program interests in or concerns for change apparent? (Yes, means you may want to consider starting the needs study in those grades.)

It is also necessary to consider population or subpopulation characteristics that may affect the assessment results. Examples of population characteristics that *might* affect career development status are age, sex, educational experiences, motivation, and reading skills. For example, if one wanted a representative sample of ninth graders, an all-girl or all-boy sample would not be representative, nor would an all "A" or an all "F" student sample. When the best guess method is used, a prior judgment or "educated guess" about the characteristics of the population being sampled must be made. Quotas of so many boys and so many girls may be established. School districts with more than one school building may wish to establish a set sample size to be chosen from each building.

Random selection procedures can be employed to draw a sample of predetermined size from the larger population. Drawing names from a hat or student numbers from a table of random numbers are two examples. Advocates of this method believe that a sample of 10 to 20 percent of the population is representative provided the selections were truly random.

Frequently it is desirable to use a combination of sampling methods. For example, quotas of students to be drawn from each subpopulation can be established—such as a 15 percent sample of ninth grade boys and girls from two school buildings.

Many small schools may wish to select a specific grade level or levels and assess all students at that level. Practical sample considerations include:

- the ease of testing entire classes and grade levels versus random selection procedures,

- the time involved in determining quotas to get representative samples,

- the time and expense of testing, tabulating, and analyzing data from large populations.

Pilot Testing Assessment Instruments

After the questionnaire(s) or other assessment instrument(s) have been developed for a specific population, a small-scale pilot test is necessary. Pilot testing will help screen items that are unclear or assess something not intended. Instructions can be refined for clarity and completeness, and required administration time can be determined. Clear instructions and clearly worded items will do much to improve instrument reliability and student cooperation. The directions for the assessment instrument should be as brief as possible and should explain the purpose of the instrument and how the results will be used. Explicit instructions and sample questions and answers are usually helpful in clarifying answering procedures. The assessment coordinator will want to test the instrument and instructions with the task force. The instrument should then be used with a smaller number of students comparable to the assessment population. The field testing might take a semi-structured interview format in order to clarify reactions. Any needed changes can easily be made at this point and will save much effort later. The process of pilot testing can generally be accomplished in an informal manner and in a week or less.

Student cooperation in taking the assessment instrument is critical. Realistic test items and clear instructions refined through pilot testing will help ensure student effort in completing the test. The fact that students know how the results will be used and have some confidence in the needs study, will also increase cooperation.

Developing the Scoring Key

Each instrument developer and some of the field test students should independently check what they consider to be the correct answer for each item. Each item should have a desired or correct response and an undesired or incorrect score. Some items may have more than one current answer, but generally it is most practical if all items are given an equal point value. For example, on the Student Performance Questionnaire, potential answers to the first three questions are identified below.

1. Describe the following list using v for value, i for interest, and n for neither.

   ____n____ left handedness

   ____v____ being independent of others

   ____i____ a hobby

   ____v____ things we believe in

   ____v____ a list of what's most important

   ____i____ enjoying an activity

   (Note: The desirable or correct response might be scored as having all six choices correctly labeled. Any other response pattern would be incorrect. Special standards might be applied for specific populations.)

2. If we know what a person's occupational values and interests are we can

   ________ predict what job they should choose

   ________ only guess about their job choice

   ____X____ estimate a group of possible occupations (jobs)

   ________ none of the above

3. Which occupations would likely be selected by someone who strongly values protecting the environment?

   ________ law officer

   ____X____ city planner

   ____X____ marine biologist

   ________ auto mechanic

   ____X____ forest ranger

   ________ interior decorator

   Any or all choices marked above could be scored as correct.

For each instrument item correct response(s) and a scoring key should be set prior to data collection.

Data Collection

If the assessment instruments have been pilot tested and refined for clarity, administration is a relatively easy task. Testing in regular classroom settings is ideal. Large group situations with adequate monitoring is also possible, but it is more difficult. All test administrators and monitors should be familiar with the purpose and nature of the assessment instrument. Separate answer sheets with grade level, date, and other necessary population/sample identifications should be used. It is easiest to group the items by goal area for scoring purposes. Student responses should be anonymous. If names are needed, students should be reassured that they are not being graded.

Answer sheets on which student responses can be marked, should be prepared and distributed. Sample answer sheets using two alternative formats are presented in Figures 8 and 9. One reproduces the item responses from the instrument. The other uses only the response identification; codes assigned to each choice. The format adopted should be appropriate for students' abilities and should facilitate data tabulation.

Student Career Development Performance Questionnaire

Answer Sheet

Grade_____________

Date_____________

1. _____ left handed
_____ being independent of others
_____ a hobby
_____ things we believe in
_____ a list of what's most important
_____ enjoying an activity

2. _____ predict what job they should choose
_____ only guess about their job choice
_____ estimate a group of possible occupations
_____ none of the above

3. _____ law officer
_____ city planner
_____ marine biologist
_____ auto mechanic
_____ forest ranger
_____ interior decorator

.

.

78.

FIGURE 8

Sample Answer Sheet Using Item Response Options

Student Career Development Performance Questionnaire

Answer Sheet

Grade______________

Date_______________

1. _____ a.
_____ b.
_____ c.
_____ d.
_____ e.
_____ f.

2. _____ a.
_____ b.
_____ c.
_____ d.

3. _____ a.
_____ b.
_____ c.

etc. . . .

21. _____ a.
_____ b.
_____ c.
_____ d.

22. _____ a.
_____ b.
_____ c.
_____ d.

23. _____ a.
_____ b.
_____ c.
_____ d.

FIGURE 9

Sample Answer Sheet Using Item Response Identifications Only

Data Tabulation

After students have responded to the assessment instrument and their answers have been collected, it is necessary to tabulate the data. Initially a tally of correct and incorrect responses should be constructed by domain, goals, and item. A sample tabulation sheet is presented in Figure 10.

This item-by-item tabulation is needed for purposes of item analysis and ongoing revision. For each goal, a summary figure is needed to represent student performance for that goal.

Secondary students can do the tabulation. The math department could use the tabulating and analyzing activities as classroom credit work. Accuracy, figuring percentages, graphing, and data display would be specific learning skills.

Student Career Development Performance Questionnaire Tabulation Sheet
(sample size = 100)

Domain I

Goal 1

	Number of correct student responses	incorrect student responses
Item 1	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 total 85 % 85%	𝍸 𝍸 𝍸 total 15
Item 2	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 total 70 % 70%	total 30
Item 3	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 total 45 % 45%	total 55
Total	total 200 = 66 2/3% Total number of correct responses for items 1, 2, & 3	total 100 Total incorrect student responses for items 1, 2, & 3

Goal 2

FIGURE 10

Tabulation Sheet

Comparing Goal Standards and Actual Performance

Analyzing and Reporting Data

Once the percentages of students giving desired responses in each subgoal have been tabulated, a discrepancy (need) chart should be constructed using totals from the tabulation sheet. The chart is a useful visual display for reporting results. The Discrepancy (Need) Chart depicted in Figure 11 uses vertical bars to show the percent of correct responses for each subgoal of Domain I.

If Figure 11, two-thirds of the responses to Domain I, Item 1 were desirable to correct. (See Tabulation Sheet, Figure 10.) Also depicted are 50 percent correct responses to Item 2 and 30 percent for Item 3. The shortest bars represent the greatest discrepancy for desired performance.

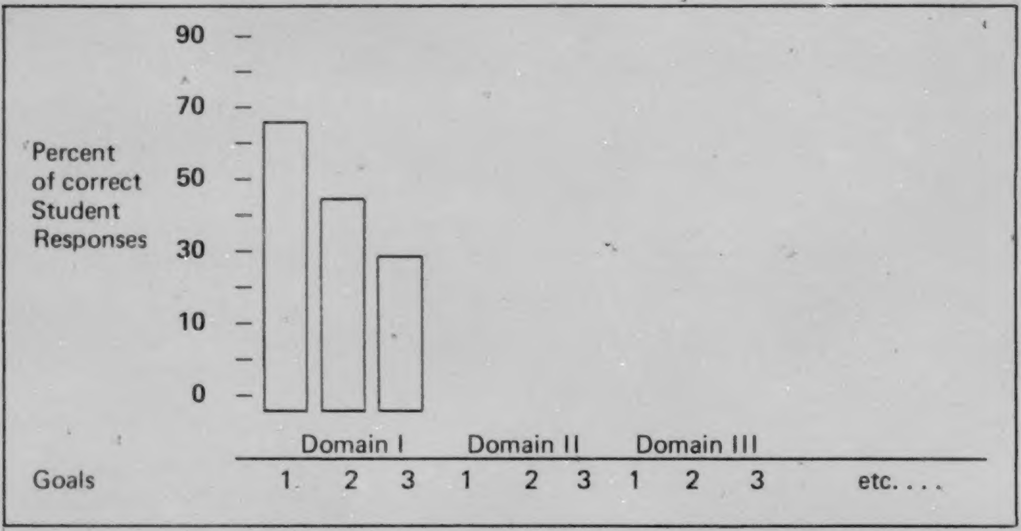


FIGURE 11

Discrepancy (Need) Chart: An Example

Another way to display the data from the Tabulation Sheet (Figure 10) is in a Need Table (Figure 12). In the need table one would want to look at the upper part of the columns for the greatest apparent needs in each domain.

Need Table

% of Desirable Responses	Domain I	Domain II	Domain III
Below 30%	Goal 3		
Between 31-50%	Goal 2		
Between 51-70%	Goal 1		
Between 71-90%			
Above 90%			

FIGURE 12

Need Table

By graphing the percentages of correct responses by goal, one can more easily identify student needs. Student performance on each goal is expressed as a percentage correct on a specified number of questionnaire items. If 100 percent correct is considered the desired student performance, any percentage less than 100 is a discrepancy or student need. One must be careful to determine needs by subtracting measurements on the same scale. For example, if student needs are defined as the difference between desired student performance on a test and actual student performance on a test, then

Desired student performance on a test
– Actual student performance on a test
Student Needs

Local judgments must be made concerning the number of needs to work with in establishing program goals and objectives. Guidance personnel and the task force or informal reaction panel should select a realistic number of the highest measured needs. A quick review of the goals, subgoals, and questionnaire items may aid in making the selection. Questions that may help include:

1. Are the highest measured needs really important?

2. What is a realistic expectation for student performance on each goal?

3. How many student needs can be realistically evolved into program goals?

Once the student needs have been selected, the urgency of meeting such needs should be determined. All relevant populations should participate in the rating of needs in terms of urgency. Instructions and an urgency rating scale for a Career Development Needs Assessment Survey (Figures 13 and 14) might be used with a representative sample of participants.

As representative a sample as is feasible should be surveyed. When possible direct administration of the Urgency of Needs Survey should be used to maximize returns and cooperation. Natural groups such as classroom, faculty meetings, and Chamber of Commerce meetings can be used as survey administration opportunities. Direct mail, organized phone contact, or house canvassing can also be used to ensure representativeness of the sample. Large samples are recommended in this phase of the needs study because identified needs merit widespread reaction and support.

When the Urgency of Needs Survey results have been collected an Urgency of Need Table (Figure 15) should be constructed for each domain and need.

Cell entries for the Urgency of Need Table are determined in the following way:

1. Assign weights to each survey item response (e.g., sometimes = 1; before too long = 2; pretty soon = 3; as soon as possible = 4; right now = 5).

2. For each item count the number of "sometime," "before too long," etc. answers for each group.

3. Multiply the number of responses supplied by each by the weights (see No. 1 above).

MEMORANDUM

TO: Needs Study Participants

FROM: ______________________________, Coordinator

DATE:

RE: Prioritizing Career Development Needs

Over the past several weeks our district career guidance needs study has determined a list of important student learning goals.

The students' level of performance on each of these goals has been determined. Comparing student learning goals with actual performance has given us a list of needs. At each step of the process we have received help from students, parents, school staff, parents, employers, and other community residents. We are now asking a large sample from each of these groups to help us determine the urgency with which we should attempt to meet these student needs. Therefore, you are being asked to respond to each of the items on the attached questionnaire and return it to ________________________________ by __________________________.

Thank you for your cooperation.

FIGURE 13

Instructions for Completing Urgency of Needs Survey

Urgency of Needs Survey

1. Please indicate which of the following groups you represent.

_____ 1. Students
_____ 2. Parents
_____ 3. Administrators
_____ 4. Graduates
_____ 5. Drop Outs
_____ 6. School Staff
_____ 7. Community Members
_____ 8. Employers

For the following goal statements please indicate how soon the school should attempt to achieve each one:

[Note: General goals identified previously as needs should be listed in random sequence as items.]

	Sometime	Before too long	Pretty soon	As soon as possible	Right Now
2.					
3.					
4.					
etc.					

FIGURE 14

Urgency of Needs Survey

Domain I	Student	Parent	Adm	Graduate	Drop Out	School Staff	Employers	Community Members	TOTAL
Average Urgency Score									
Group Weight (Optional)									
Average Urgency Score Weight (Optional)									

FIGURE 15

Urgency of Needs Table

4. Sum the weighted responses (No. 3) for each group and divide by the number of respondents in the group. These are the Average Urgency scores for each group. Record these in the Urgency-of-Need Table.

5. Determine group weights. Group weights are 1, if all eight groups are considered equal in assessing need values. If some groups' opinions are considered more important than other groups', they can be given a weight of 2. Unless there is a good reason for weighting some groups' opinions more than others, it is recommended that all group ratings be weighted equally. Record groups in the Urgency of Need Table.

6. Multiply average urgency score for each group by the groups' weight to obtain the Average Urgency Score Weighted.

7. Sum across groups the Average Urgency scores (weighted/unweighted) to obtain the Total Urgency Scores.

Using the Total Urgency Scores (weighted, if calculated) needs can be ranked from highest to lowest (see Figure 16).

Needs Ranked by Urgency

Need Rank (Highest to Lowest)	Need Statement
1	____________________
2	____________________
3	____________________
.	
.	
.	

FIGURE 16

List of Needs Ranked by Urgency

Communication of Ranked Needs to Participants

After student career guidance needs have been identified and prioritized by urgency, the survey coordinator and needs study task force should communicate the results to each population group. Each group should receive the results in understandable terms. Reporting results is reinforcing to those who cooperated with the needs study and lays the groundwork for program planning.

A variety of reporting methods to consider include oral and media presentations, special newsletters, memos, and newspaper articles. For example, a sample newspaper article is presented in Figure 17.

Date____________________

The school-community career guidance needs study has just been completed. Student needs were identified through a process of comparing standards of desired student performance with actual student performance. The following needs were found to be of high urgency in terms of school programming:

1. ____
2. ____
3. ____

etc.

FIGURE 17

Sample Newsletter Article

How many of the needs to include in the urgency ranking of the report is a matter of local judgment. One might group the results into two or three categories of very high urgency, high urgency, and some urgency. When the needs study results have been effectively communicated to all relevant groups, the needs assessment phase of building a comprehensive career guidance program is completed.

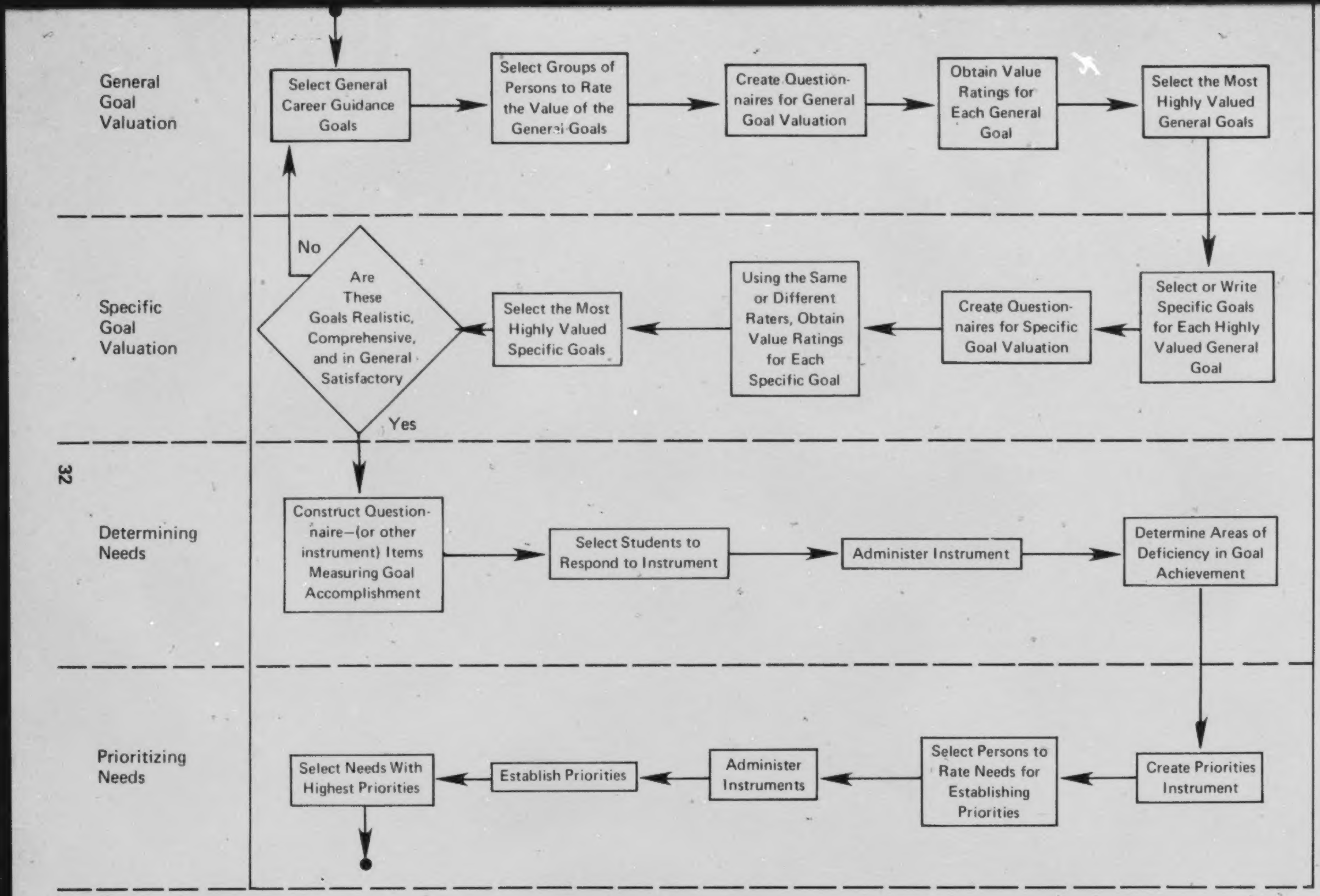

General Goal Valuation
Select General Career Guidance Goals
Select Groups of Persons to Rate the Value of the General Goals
Create Questionnaires for General Goal Valuation
Obtain Value Ratings for Each General Goal
Select the Most Highly Valued General Goals
Specific Goal Valuation
Select or Write Specific Goals for Each Highly Valued General Goal
Create Questionnaires for Specific Goal Valuation
Using the Same or Different Raters, Obtain Value Ratings for Each Specific Goal
Select the Most Highly Valued Specific Goals
Are These Goals Realistic, Comprehensive, and in General Satisfactory
No
Yes
Determining Needs
Construct Questionnaire—(or other instrument) Items Measuring Goal Accomplishment
Select Students to Respond to Instrument
Administer Instrument
Determine Areas of Deficiency in Goal Achievement
Prioritizing Needs
Create Priorities Instrument
Select Persons to Rate Needs for Establishing Priorities
Administer Instruments
Establish Priorities
Select Needs With Highest Priorities

FIGURE 18 Needs Assessment Process

SECTION III

APPLICATION AND REFERENCES

This section of the handbook applies some of the ideas presented in the preceding section to a typical (although fictitious) rural school environment. That district, Green Valley, will appear through the remainder of the handbook as a continuing thread.

The steps taken to pursue a career guidance needs assessment and the documents prepared during the process are presented. The reader is encouraged to use freely any of the exhibits found herein without modification.

Although the names used in this section are fictitious, hopefully, the situation is representative enough to spark some practical ideas for local users. We do not present this as a tested or best possible needs assessment approach, but we do believe it to be a satisfactory plan.

For reader convenience, the needs assessment process has been detailed pictorially (see Figure 18). Page numbers indicating parts of this section as they fit into that process are shown in the left margin.

In the appendix, detachable forms are available for the rural counselor's use. They are prepared so that minimum adaptation is required.

Application
Green Valley

Green Valley Junior High School has an enrollment of 160 students. Of that enrollment, fifty-two students are in the seventh grade, fifty in the eighth, and fifty-eight in the ninth. The school faculty consists of fifteen teachers and one principal. One of the instructors, D. Appleton, teaches English in the mornings and serves as school counselor in the afternoon.

The school is located in Green Valley Township, population 2,438, a predominantly agricultural region. The major products of the area are beef, pork, corn, beans, and milk. In terms of industry, three business concerns employ most of Green Valley Township's school graduates who do not go into farming. Those businesses are (1) Model Dairy—owned and operated by T. LaSalle, (2) Triedman Freight—managed by R. Hoffman, and (3) Johnson Motors—owned and operated by A. Johnson.

Needs Assessment

At the beginning of the 1975-76 school year, D. Appleton conducted a needs assessment. She wanted to make sure that Green Valley Junior High was meeting the career guidance needs of its students. Using the twenty-six goals developed for a rural guidance project at The Center for Vocational Education, Columbus, Ohio, the counselor prepared a general goal questionnaire (see Appendix A) and selected some people from each of the following groups to respond to it.

Group	*Number of People Selected*
Students	Three (one 7th, 8th, and 9th grader)
Employers	Three (T. LaSalle, R. Hoffman, and A. Johnson)
School Administrators	Two (P. Thomas—Principal; B. James—Superintendent)
School Faculty	Four
School Graduates	Four
Parents	Three

After conferring with P. Thomas and B. James to secure their support and cooperation, D. Appleton gained the commitment of the teachers and students selected to participate by informally discussing the purpose and nature of the needs assessment with each one. In addition, participating parents, employers, and graduates were contacted by telephone to gain their assistance.

Next, goal questionnaires were color coded using one color for each of the participating groups, e.g., parents, faculty, students. Self-addressed, stamped return envelopes were prepared for those receiving the questionnaire by mail. Parent, employer, and graduate goal questionnaires were then mailed and the remainder distributed by hand.

After one week, D. Appleton, contacted three of the faculty members in person and two parents by telephone. She explained that some of the questionnaires had not yet been returned and requested that they complete and return their questionnaires. Within three days, all questionnaires were returned.

Questionnaire Response Tabulation and Calculation

D. Appleton contacted C. Houston, the mathematics teacher, and asked that Houston's classes handle all questionnaire response tabulation and calculation. Appleton was able to convince Houston of the value of having the math classes perform these tasks as learning activities. Houston agreed and his classes prepared the materials described below.

Sum of Ratings from the General Goal Questionnaire (Exhibit B)

The "Sum of Ratings" shows the totals of responses given by each group for each goal. For example, the ratings of the importance of goal one, given by the three participating students added to fifteen. Similarly, the ratings of the importance of goal one given by the two participating employers added to eight.

In some cases, no ratings were given to particular goals. When that happened, Houston's students put an asterisk by the entry and showed the actual number of ratings in parentheses.

Means from the General Goal Questionnaire (Exhibit C)

After getting the sum of all the ratings, the math classes computed the mean (average) for each goal by each category of participants. To get the mean ratings, each of the sum of ratings (Exhibit B) was divided by the number of ratings that had been added to get the sum.

For example, the mean student rating of the importance of goal one was 15 ÷ 3 or 5.00; the mean student rating for goal two was 6 ÷ 2 or 3.00; and the mean faculty rating for goal twenty-six was 20 ÷ 4 or 5.00. After all the means were computed, they were displayed in tabular form (see Exhibit C).

These mean values were particularly interesting to Appleton since they showed the apparent importance of each goal to the different groups. By looking at the table (Exhibit C), Appleton could tell, for example, that the students, employers and administrators felt that goal one was very important; graduates were more neutral; and faculty and parents thought it to be fairly important.

Goal Ratings Tables from the General Goals Questionnaire (Exhibit D)

Faced with the knowledge that not all the groups were sharing the same values, Appleton decided to weight student responses more heavily than the rest. To get a single, weighted importance rating for each goals, Houston's classes prepared a goal table.*

---

*Tables for the first seven goals are presented in Exhibit D.

Each general goal has an individual table. The tables have a row for the means from the General Goal Questionnaire, a row for the weights to be used for each group, and a row for the product of each mean and weight. Below each table is the weighted composite rating of each goal, the sum of the products.

Since Appleton had decided to allow student opinions to weight more heavily, student ratings were assigned a weight of two (2) and all other groups were assigned a weight of one (1). Was the decision to weight all the groups equally, any number (preferably a *one*) could have been used, provided all groups received the *same* weight. In this example, the choice of *two* for students and *one* for the rest is purely arbitrary. However, the weights were chosen for ease of computation and because they allow student opinions to carry as much weight as any other two groups combined.

General Goals Value Chart (Exhibit E) and List of Ranked Goals Values from Highest to Lowest (Exhibit F)

Knowing that the actual magnitudes of the weighted ratings were not too informative, in and of themselves, Houston had the math classes prepare a bar graph (General Goals Value Chart, Exhibit E) showing the relative standing of each weighted rating and a list of the weighted ratings ranked from highest to lowest (Exhibit F).

After receiving the graph, D. Appleton identified on the chart the domains from which the goals came. By looking at the completed graph, it became obvious that some of the composite rating goals are high and some low. The counselor then decided to keep the top thirteen goals for further work and, for the present, to eliminate the rest.

Although Appleton had succeeded in getting a profile of the most highly valued guidance goals, the general goals were not specific enough to be operational. To produce a set of valued, operational career guidance subgoals, the counselor selected two specific subgoals for each general goal and prepared a second goal questionnaire. This new questionnaire was structured like the first, but had more specific goals to be rated. Appleton selected the specific subgoals from those developed in the *Rural America Series* (The Center for Vocational Education, The Center for Studies in Vocational and Technical Education, and Northern Michigan University, 1976).

The cover letter and Subgoal Valuation Questionnaire prepared for establishing the importance of the more specific subgoals are presented as Exhibit G and Appendix B respectively. Using the same procedures and respondents, Appleton repeated the goal valuation process. The forms used in the general goal valuation process—Exhibits B, C, D, and E—are also for the subgoal valuation process. The final ranked subgoal valuations are presented in Exhibit H.

Upon completion, Appleton had, in hand, thirteen specific career guidance subgoals that appeared to be important for Green Valley to pursue. The counselor could now attempt to determine Green Valley Junior High students' level of achievement on each goal.

Using the thirteen specific career guidance goals, D. Appleton developed the Student Questionnaire designed to measure Green Valley Junior High School students' career guidance goal achievement. The questionnaire and instructions are shown in Exhibit I. The specific questions in this instrument were selected from a set contained in the *Rural America Series*, cited earlier.

Before administering the questionnaire to all of the students, the counselor gave it to *one* seventh, *one* eighth, and *one* ninth grade student and asked for their reactions. She hoped to determine if the language was understandable and to see how long it would take for them to finish. All three completed the questionnaire within fifteen minutes and reported that the instructions were clear and the questions were understandable.

Following a discussion with the principal, P. Thomas, a decision was made to use one homeroom period for getting student responses to the questionnaire. D. Appleton then duplicated 160 questionnaires and distributed them to homeroom teachers.

The next day, D. Appleton used the schools public address system to explain:

1. the rationale for the survey

2. how that data would be used

3. questionnaire instructions

She then asked all students to participate in the study. Homeroom teachers collected the results. After collecting all of the questionnaires, she again called upon the math teacher, C. Houston, for assistance in data tabulation and computation.

Using a scoring key prepared by Appleton and several school faculty members which indicated responses to be considered satisfactory, Houston's classes prepared a tabulation of all the responses.

After tallying the responses, percentages of correct responses were calculated. Using these percentages, Houston's classes then created a bar graph showing the percent of satisfactory responses given by students for each question (goal). This graph is presented as the Student Achievement Chart in Exhibit J.

Using the Student Achievement Chart, Appleton created a Student Needs Table (Exhibit K) showing the status of the specific career guidance goals in terms of student achievement. Looking at the table, Appleton could see that for most of the goals, 50 to 70 percent of the students made satisfactory responses.

Because she wanted to seriously consider the goals with the most critical deficiencies, Appleton decided to select for further work, those goals with less than 70 percent satisfactory responses. Accordingly, she prepared the Priorities Questionnaire (Exhibit L) containing eleven of the thirteen important goals (omitting numbers nine and ten) for goal prioritization by students, employers, school administrators, school faculty, graduates, and parents.

The results from the Priorities Questionnaire will provide a base for decision-making to change Green Valley Junior High School's career guidance program. D. Appleton, therefore, wanted to include as many respondents as was practical. She sent the questionnaire to twenty graduates, twenty parents, and three major employers in the area. Using school records, she chose twenty school graduates making sure that two had been ninth graders over each of the last ten years. She also chose the parents so that seven were parents of current ninth graders, seven were parents of current eighth graders, and six were parents of current seventh graders. Further, she decided to include all of the school faculty, the principals, superintendent, and forty current students—fourteen current ninth graders, fourteen current eighth graders, and twelve current seventh graders.

Appleton met with B. Thomas to establish a method for administering the Priorities Questionnaires to students and faculty and to advise the principal of the needs assessment progress. Questionnaires were distributed to homeroom teachers. The students and teachers were asked to return questionnaire responses to the principal's office before going home.

Using the same procedures as for goal valuation, D. Appleton sent the questionnaires to the school administrators, employers, and graduates. After one week, she sent out a follow-up letter (Exhibit M) stressing the importance of returning the questionnaires. Within two weeks, she received all questionnaire responses. Houston's math classes tabulated and analyzed the responses using the procedures outlined for goal and subgoal valuation (see Exhibits B, C, D, and E). The results are displayed graphically (Exhibit N). Needs Priorities are ranked from highest to lowest (Exhibit O).

D. Appleton examined the ranked priorities (Exhibit O) and concluded that goals 2, 1, 5, 3, 9, 11, 10, and 6 deserved immediate attention. They had emerged (1) from the valuing process as the more important, specific career guidance goals, (2) from the determination of needs process as some of the less well met goals, and (3) from the prioritizing process as the ones most supported for immediate action by persons important to the school.

To report the overall outcome of the needs assessment, D. Appleton prepared the Summary Report of Career Guidance Needs Assessment (Exhibit D). This report was distributed to faculty, students, and administrators and mailed to participants external to the school.

A working committee composed of students, parents, faculty, administrators, employers, and graduates was formed to develop a plan of action to help meet the most urgent needs identified from the needs assessment.

EXHIBITS

List of Exhibits

A General Goal Valuation Questionnaire Cover Letter 45

B Sum of Ratings from the General Goal Questionnaire 46

C Means from the General Goals Questionnaire 47

D Goal Ratings Tables from the General Goals Questionnaire 48

E General Goals Value Chart 50

F List of Ranked Values from Highest to Lowest 51

G Cover Letter—Subgoal Valuation Questionnaire 52

H List of Ranked Subgoals from Highest to Lowest 53

I Student Questionnaire 54

J Student Achievement Chart 60

K Student Needs Table 61

L Priorities Questionnaire: Cover Letter and Instrument 62

M Follow-up Letter for Needs Prioritization 65

N Chart of Need Priorities 66

O List of Ranked Need Priorities from Highest to Lowest 67

P Summary Report of Career Guidance Needs Assessment 68

Exhibit A

General Goal Valuation Questionnaire and Cover Letter

Green Valley Junior High School
Rt. 2
Green Valley, Iowa
September 25, 1976

Dear

Green Valley Junior High School is trying to get some information from parents, employers, students, teachers, school administrators, and past school students about what our school's career guidance goals should be. We have some ideas but we do not know which of the goals we have written are most important.

Will you please take a few minutes to tell us which of these goals you think are most important? Once we have your opinion and those of others who are receiving this questionnaire, we can begin to improve our career guidance program.

You do not have to sign your name. All of your answers will be kept confidential. Please return the questionnaire to:

Donna Appleton, Counselor
Green Valley Junior High School
Rt. 2
Green Valley, Iowa

Thank you,

D. Appleton

Donna Appleton
School Counselor

Enclosure: General Goal Valuation Questionnaire
(See Appendix A)

Exhibit B

Sum of Ratings from the General Goal Questionnaire

Goal	Students	Employees	School Administrators	School Faculty	Graduates	Dropouts	Parents	Others
1	15	12	8	8	10	–	3	–
2	* 6(2)	8	10	9	8	–	10	–
3	12	12	2	12	12	–	13	–
4	8	6	2	19	11	–	9	–
5	7	9	5	* 4(3)	10	–	9	–
6	10	11	6	20	8	–	9	–
7	11	10	6	20	9	–	5	–
8	9	* 9(2)	10	16	13	–	*10(2)	–
9	14	0	9	8	13	–	4	–
10	14	9	7	10	13	–	3	–
11	14	9	9	10	6	–	15	–
12	* 9(2)	14	8	* 9(3)	5	–	14	–
13	11	13	8	4	3	–	3	–
14	7	* 3(2)	6	4	* 3(2)	–	13	–
15	5	* 3(2)	7	8	* 4(2)	–	4	–
16	* 4(1)	4	2	7	3	–	6	–
17	3	3	2	7	6	–	12	–
18	8	7	10	* 6(2)	12	–	5	–
19	8	6	3	18	* 7(2)	–	3	–
20	12	10	9	17	5	–	6	–
21	12	12	7	18	3	–	7	–
22	13	15	5	6	6	–	8	–
23	3	* 3(1)	4	5	10	–	10	–
24	14	15	10	5	11	–	15	–
25	6	7	2	20	9	–	14	–
26	13	10	10	20	10	–	6	–
Number of People Answering	3	3	2	4	3	–	3	–

*Denotes missing ratings. A number in parentheses tells the actual *number* of responses to the goal.

Exhibit C

Means from the General Goals Questionnaire

Goal	Students	Employers	School Administrators	School Faculty	Graduates	Dropouts	Parents	Others
1	5.00	4.00	4.00	2.00	3.33	–	1.00	–
2	3.00	2.67	5.00	2.25	2.67	–	3.33	–
3	4.00	4.00	1.00	3.00	4.00	–	4.33	–
4	2.67	2.00	1.00	4.75	3.67	–	3.00	–
5	2.33	3.00	2.50	1.33	3.33	–	3.00	–
6	3.33	3.67	3.00	5.00	2.67	–	3.00	–
7	3.67	3.33	3.00	5.00	3.00	–	1.67	–
8	3.00	4.50	5.00	4.00	4.33	–	5.00	–
9	4.67	3.00	4.50	2.00	4.33	–	1.33	–
10	4.67	3.00	3.50	2.50	4.33	–	1.00	–
11	4.67	3.00	4.50	2.50	2.00	–	5.00	–
12	4.50	4.67	4.00	3.00	1.67	–	4.67	–
13	3.67	4.33	4.00	1.00	1.00	–	1.00	–
14	2.33	1.50	3.00	1.00	1.50	–	4.33	–
15	1.67	1.50	3.50	2.00	2.00	–	1.33	–
16	4.00	1.33	1.00	1.75	1.00	–	2.00	–
17	1.00	1.00	1.00	1.75	2.00	–	4.00	–
18	2.67	2.33	5.00	3.00	4.00	–	1.67	–
19	2.67	2.00	1.50	4.50	3.50	–	1.00	–
20	4.00	3.33	4.50	4.25	1.67	–	2.00	–
21	4.00	4.00	3.50	4.50	1.00	–	2.33	–
22	4.33	5.00	2.50	1.50	2.00	–	2.67	–
23	1.00	3.00	2.00	1.25	3.33	–	3.33	–
24	4.67	5.00	5.00	1.25	3.67	–	5.00	–
25	2.00	2.33	1.00	5.00	3.00	–	4.67	–
26	4.33	3.33	5.00	5.00	3.33	–	2.00	–

Exhibit D

Goal Ratings Tables from the General Goal Questionnaires

Goal	Students	Employers	School Administrators	School Faculty	Graduates	Dropouts	Parents	Others
(1) Mean	5.00	4.00	4.00	2.00	3.33	–	1.00	–
Weight	2	1	1	1	1	–	1	–
Product	10.00	4.00	4.00	2.00	3.33	–	1.00	–
Sum of Products (Goal Value)	**24.33**							
(2) Mean	3.00	2.67	5.00	2.25	2.67	–	3.33	–
Weight	2	1	1	1	1	–	1	–
Product	6.00	2.67	5.00	2.25	2.67	–	3.33	–
Sum of Products (Goal Value)	**21.92**							
(3) Mean	4.00	4.00	1.00	3.00	4.00	–	4.33	–
Weight	2	1	1	1	1	–	1	–
Product	8.00	4.00	1.00	3.00	4.00	–	4.33	–
Sum of Products (Goal Value)	**24.33**							
(4) Mean	2.67	2.00	1.00	4.75	3.67	–	3.00	–
Weight	2	1	1	1	1	–	1	–
Product	5.34	2.00	1.00	4.75	3.67	–	3.00	–
Sum of Products (Goal Value)	**19.76**							
(5) Mean	2.33	3.00	2.50	1.33	3.33	–	3.00	–
Weight	2	1	1	1	1	–	1	–
Product	4.66	3.00	2.50	1.33	3.33	–	3.00	–
Sum of Products (Goal Value)	**17.82**							
(6) Mean	3.33	3.67	3.00	5.00	2.67	–	3.00	–
Weight)	2	1	1	1	1	–	1	–
Product	6.66	3.67	3.00	5.00	2.67	–	3.00	–
Sum of Products (Goal Value)	**24.00**							

Exhibit D (Continued)

Goal	Students	Employers	School Administrators	School Faculty	Graduates	Dropouts	Parents	Others
(7) Mean	3.67	3.33	3.00	5.00	3.00	–	1.67	–
Weight	2	1	1	1	1	–	1	–
Product	7.34	3.33	3.00	5.00	3.00	–	1.67	–
Sum of Products (Goal Value)	23.34							

Exhibit E

General Goals Value Chart

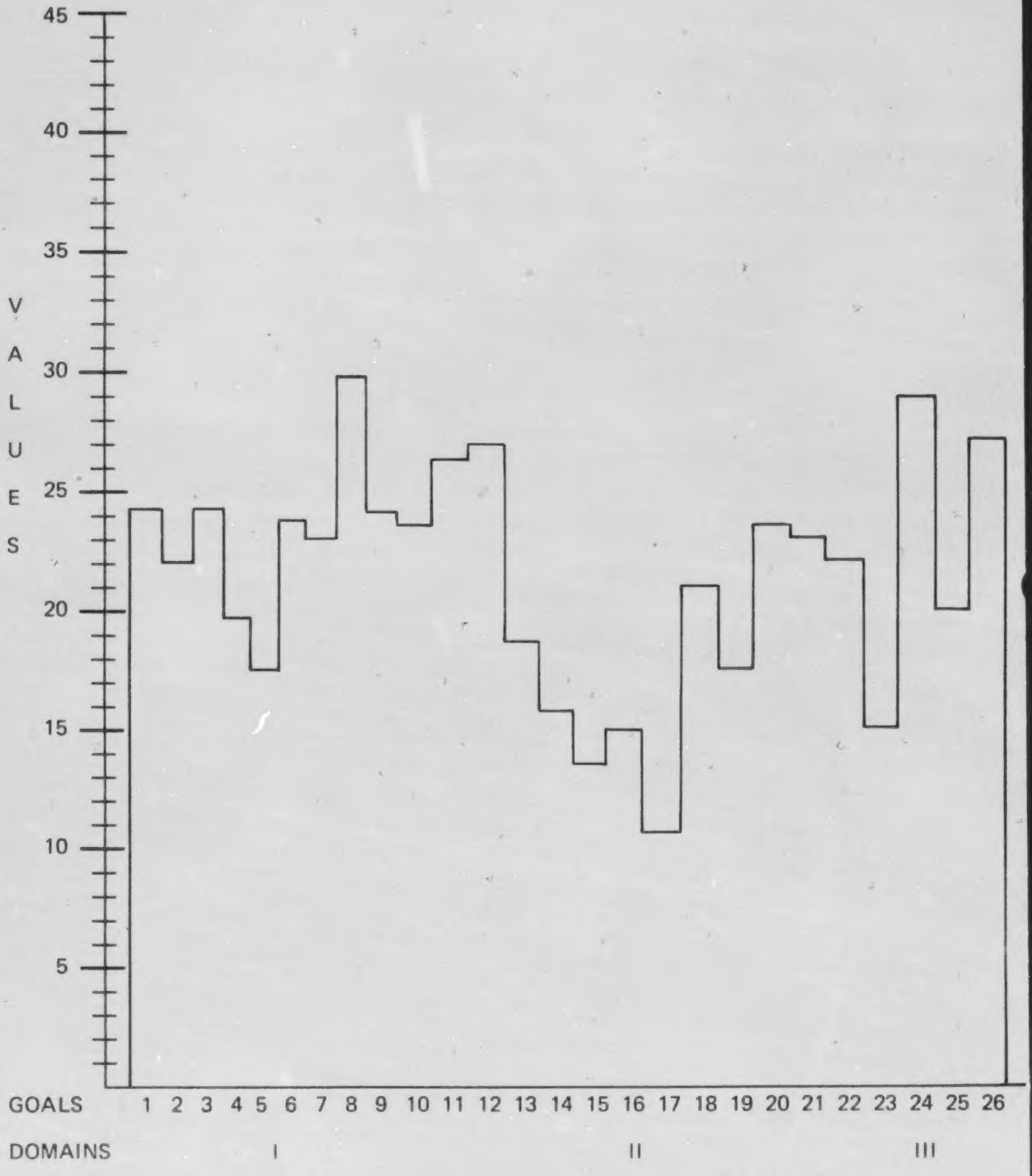


Exhibit F

List of Ranked Values from Highest to Lowest

General Goal		
Rank	Value	Value
1	24	29.26
2	8	28.83
3	26	27.32
4	12	27.01
5	11	26.34
6	9	24.50
7	1	24.33
8	3	24.33
9	6	24.00
10	20	23.75
11	10	23.67
12	7	23.34
13	21	23.33
14	22	22.33
15	2	21.92
16	18	21.34
17	25	20.00
18	4	19.76
19	13	18.67
20	19	17.84
21	5	17.82
22	14	15.99
23	16	15.08
24	23	14.91
25	15	13.67
26	17	10.75

Exhibit G

Cover Letter—Subgoal Valuation Questionnaire

Green Valley Junior High School
Rt. 2
Green Valley, Iowa
October 9, 1976

Dear

Thank you for helping us decide which of our general career guidance goals were most important. Judging from your responses and from those of other respondents, some of our goals do seem to be more important than others.

We have chosen the most important ones and written some specific career guidance subgoals for each one. If you will rate these as you did the more general goals, we will be able to decide which specific subgoals are most important. This will allow us to more fully understand your concerns and improve our guidance program.

Please take a few minutes to tell us which of the subgoals you think are most important. You do not have to sign your name. All of your answers will be kept confidential.

Thank you,

D. Appleton

D. Appleton
School Counselor

P.S. Please use the enclosed, self-addressed,
envelope to return your answers.

Enclosure: Subgoal Valuation Questionnaire
(See Appendix B)

Exhibit H

List of Ranked Subgoals from Highest to Lowest

Rank	Specific Subgoal	Value
1	3	29.66
2	18	28.16
3	13	28.08
4	15	26.50
5	5	26.34
6	12	26.00
7	17	25.74
8	14	25.33
9	4	25.32
10	24	24.58
11	9	24.08
12	19	24.00
13	10	23.00
14	26	22.49
15	21	22.42
16	25	21.50
17	8	21.17
18	22	20.67
19	6	20.50
20	11	20.09
21	1	19.34
22	20	19.17
23	7	18.92
24	23	18.50
25	2	18.25
26	16	14.67

Exhibit I

Student Questionnaire

Introduction

This questionnaire is to help the school find out how well it is meeting its career guidance goals. Please take a few minutes to give the best answer you can give to each of the questions.

The answers you give are very important since they will help the school decide if the guidance program is meeting your needs. Remember, this is not a test. You will not be given a grade. We do not even want you to put your name on the paper.

Instructions

Read each question carefully. Follow the answering instructions given for each question. Take your time and do your *best* work.

Exhibit I (Cont.)

Student Questionnaire

1. Check the possible reasons for the following ways that people are different: (check all that might apply)

	Heredity	Experiences	Nutrition
1. Height	______	______	______
2. Interests	______	______	______
3. Appearance	______	______	______
4. Goals	______	______	______
5. Achievements	______	______	______
6. Skills	______	______	______
7. Values	______	______	______

2. The way we see ourselves is mainly the result of: (check all that are correct)

______ Heredity

______ Experience

______ What others expect of us

______ Physical appearance

______ Fate

______ Abilities

______ Ideals

3. Check the following statements as to how strongly you agree or disagree with the statement.

	Strongly Agree			Strongly Disagree
1. Each of us has only a few people who are important in our lives.	______	______	______	______
2. The only important people in our life are family members.	______	______	______	______
3. As we get older our friends influence us more.	______	______	______	______

Exhibit I (Cont.)

4. Getting along well with other students or co-workers means: (check all right answers)

______ Being honest

______ Always being polite

______ Avoiding criticism

______ Never disagreeing

______ Giving suggestions when asked

______ Always giving a good impression

______ Being cheerful no matter what

5. ______________________________	Cooperative Behaviors	Competitive Behaviors
Secrecy	______	______
Threats and bluffs	______	______
Compromise and negotiation	______	______
Two way communication	______	______
Division of labor	______	______

6. The best source of information on general requirements for occupations is: (check one)

______ Classified ads

______ *Dictionary of Occupational Titles*

______ Friends and relatives

______ State employment service

7. In looking at short term money rewards of various jobs put a (+) by those things that increase money rewards and a (–) by those things that subtract from the paycheck.

______ Income taxes

______ Health insurance

______ Sales tax

______ Stock options

______ Union dues

______ Cost of living raises

______ Inflation

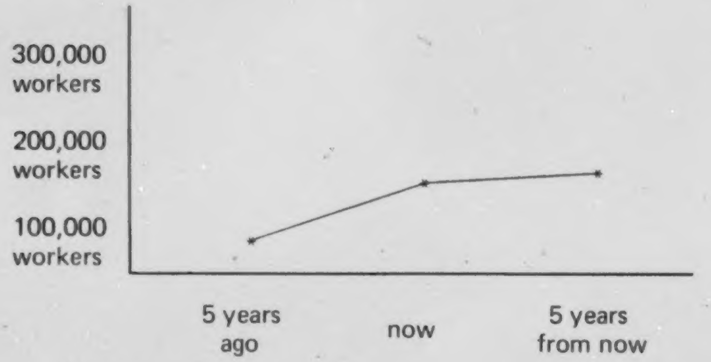
______ Pension

______ Social Security

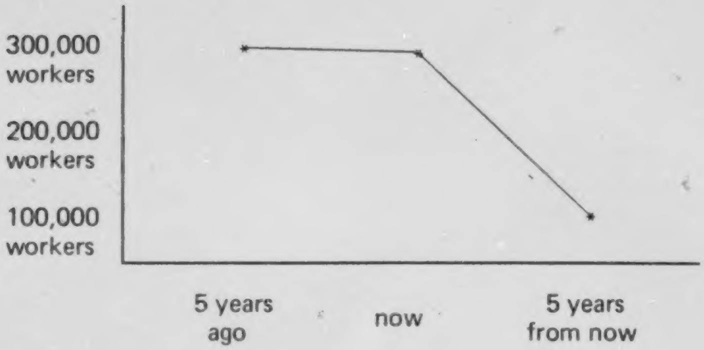
______ Merit raises

Exhibit I (Cont.)

8. Study the following graphs showing the past and predicted future supply and demand of workers for two occupations.



Occupation A



Occupation B

Now answer the following questions: (check all that are correct)

_____ It's easier now to get a job in Occupation A.

_____ In the future both occupations will be about equally difficult to find jobs in.

_____ Five years ago it was easier to get a job in Occupation A.

_____ Employers in Occupation A will likely decrease requirements in the next five years.

Exhibit I (Cont.)

9. List all the human needs served by someone who does a good job in the following occupations:

Occupation	Recognition	Shelter	Food	Safety	Health
Plumber	______	______	______	______	______
Bus Driver	______	______	______	______	______
Cake Decorator	______	______	______	______	______
Florist	______	______	______	______	______
Carpenter	______	______	______	______	______
News Reporter	______	______	______	______	______

10. Check the correct qualifications for the following occupations:

Occupation	Essential	Useful	Not Usually Needed
Salesperson			
Physical Coordination	______	______	______
Art Skills	______	______	______
Clerical Skills	______	______	______
Math Skills	______	______	______
Speaking Skills	______	______	______
Initiative	______	______	______
Mechanical Skills	______	______	______
Listening Skills	______	______	______

11. Because of abilities, talents, and interests each person is best suited for:

______ One single occupation

______ A group of occupations

______ Most occupations

______ Any occupation of interest

Exhibit I (Cont.)

12. Listed below are several actions that might be taken to arrive at a decision. Indicate for each action whether or not you think that the action is part of a good decision-making process by circling *Yes* or *No*.

    1. Stating the goal one expects to achieve. Yes No
    2. Waiting to see if the problem solves itself. Yes No
    3. Gathering information about the decision. Yes No
    4. Checking with friends to see what they would do. Yes No
    5. Listing the possible choices that could be made. Yes No
    6. Asking your parents to decide for you. Yes No
    7. Flipping a coin (Heads I do one thing, tails another) Yes No
    8. Studying the possible results of each choice Yes No
    9. Setting new goals as changes happen. Yes No

13. What are the most likely conditions for moving between the following occupations? Put the number of the correct answer in the blank.

    1. Good work record 2. On the job training 3. 1-2 years of more education
    4. 3 or more years of more education

    ______ Licensed practical nurse to registered nurse

    ______ Registered nurse to doctor

    ______ Repair mechanic to heavy equipment operator

    ______ Teacher's aide to teacher

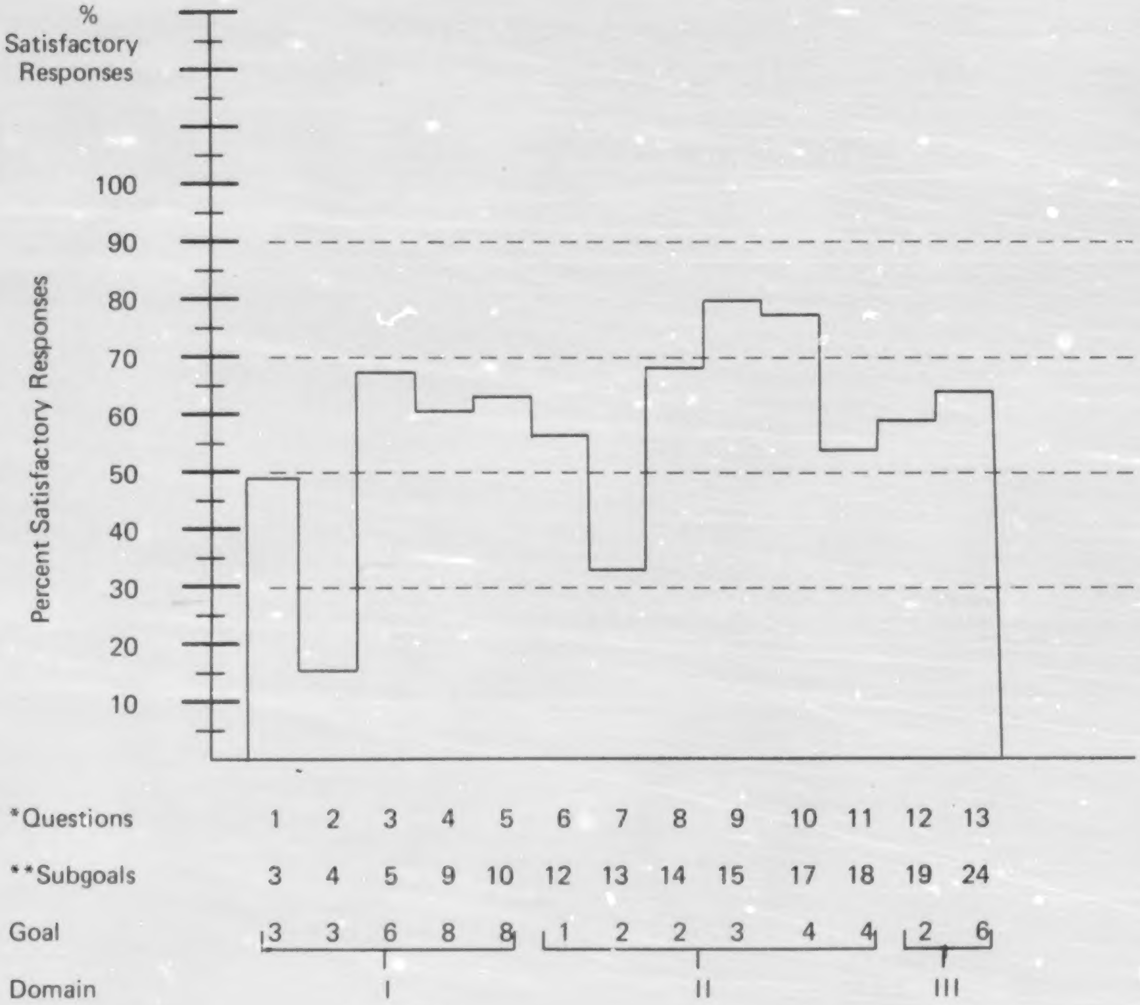
    ______ Ambulance driver to paramedic

    ______ File clerk to secretary

    ______ Teacher to principal

Exhibit J

Student Achievement Chart



*Numbered as on Student Questionnaire (Exhibit M)

**Numbered as on Specific Subgoals Questionnaire (Exhibit G)

Exhibit K

Student Needs Table

Percent Satisfactory Responses	Domain		
	1	2	3
Below 30	2	––	––
Between 30-50	1	7	––
Between 50-70	3, 4, 5	6, 8, 11	12, 13
Between 70-90	––	9, 10	––
Above 90	––	––	––

Exhibit L

Cover Letter for Priorities Questionnaire

Green Valley Junior High School
Rt. 2
Green Valley, Iowa
October 25, 1976

Dear

Our school has recently completed some surveys to identify some of the more important career guidance needs of our students. We would now like to be able to decide which of those needs should be addressed first.

If you will respond to the enclosed short questionnaire, you will help us a great deal. When you are finished, please return your responses in the enclosed envelope to the school counselor. Your answers will be kept strictly confidential.

Thank you,

D. Appleton

D. Appleton
School Counselor

Exhibit L (Cont.)

Priorities Questionnaire

Several career guidance needs have been identified at our school following a survey of student achievement of important career guidance goals. We know that some changes should be made in our guidance programs to meet those needs. However, we do not know which of the needs should be met first. If you and others will answer this short questionnaire, we will be able to decide.

INSTRUCTIONS

Use this scale to tell us how quickly the school should do something about each need.

1	2	3	4	5
Sometime	Before too Long	Pretty Soon	As soon as Possible	Right Now

EXAMPLES

Need	*Rating*
1. Too many students are unable to list at least five skills they will need for employment.	____

If you think that this need should be addressed *right now*, you would put a *5* in the blank. If you think that the school should address the need *sometime*, you would put a *1* in the blank. If you think that the school should try to meet the need *pretty soon*, put a *3* in the blank. If *before too long*, put a *2*. If *as soon as possible*, put a *4*.

PLEASE USE THIS SCALE TO RATE EACH OF THE STUDENT NEEDS LISTED ON THE NEXT PAGE!!!!!

Exhibit L (Cont.)

1	2	3	4	5
Sometime	Before too Long	Pretty Soon	As soon as Possible	Right Now

Needs *Rating*

Too few students can:

1. Describe several specific ways in which people differ. ______
2. Explain how a person's self-image is influenced by experience. ______
3. Describe influential social relationships. ______
4. Describe positive interpersonal relationships. ______
5. Distinguish between cooperative and competitive behaviors. ______
6. Evaluate between cooperative and competitive behaviors. ______
7. Describe the financial gains from various occupations. ______
8. Explain how supply and demand affects money rewards from various occupations. ______
9. Explain how a person's qualifications relate to several occupations. ______
10. Describe personal and social goal awareness as a part of the career decision-making process. ______
11. Explain occupational ladders. ______

Exhibit M

Follow-Up Letter for Needs Prioritization

Green Valley Junior High School
Rt. 2
Green Valley, Iowa
November 1, 1976

Dear

On ______________________________, 19____, our school sent out a short questionnaire to some persons whose opinions are very important to us. Unfortunately, some of the questionnaires have not been returned yet.

If you forgot to answer yours, please take a few minutes to do so now. We really do need your help. If you need a new form, call us and a new one will be sent out immediately. If you have already sent your answers to us, please disregard this letter and accept our gratitude for your contribution toward making our school a better place for our students.

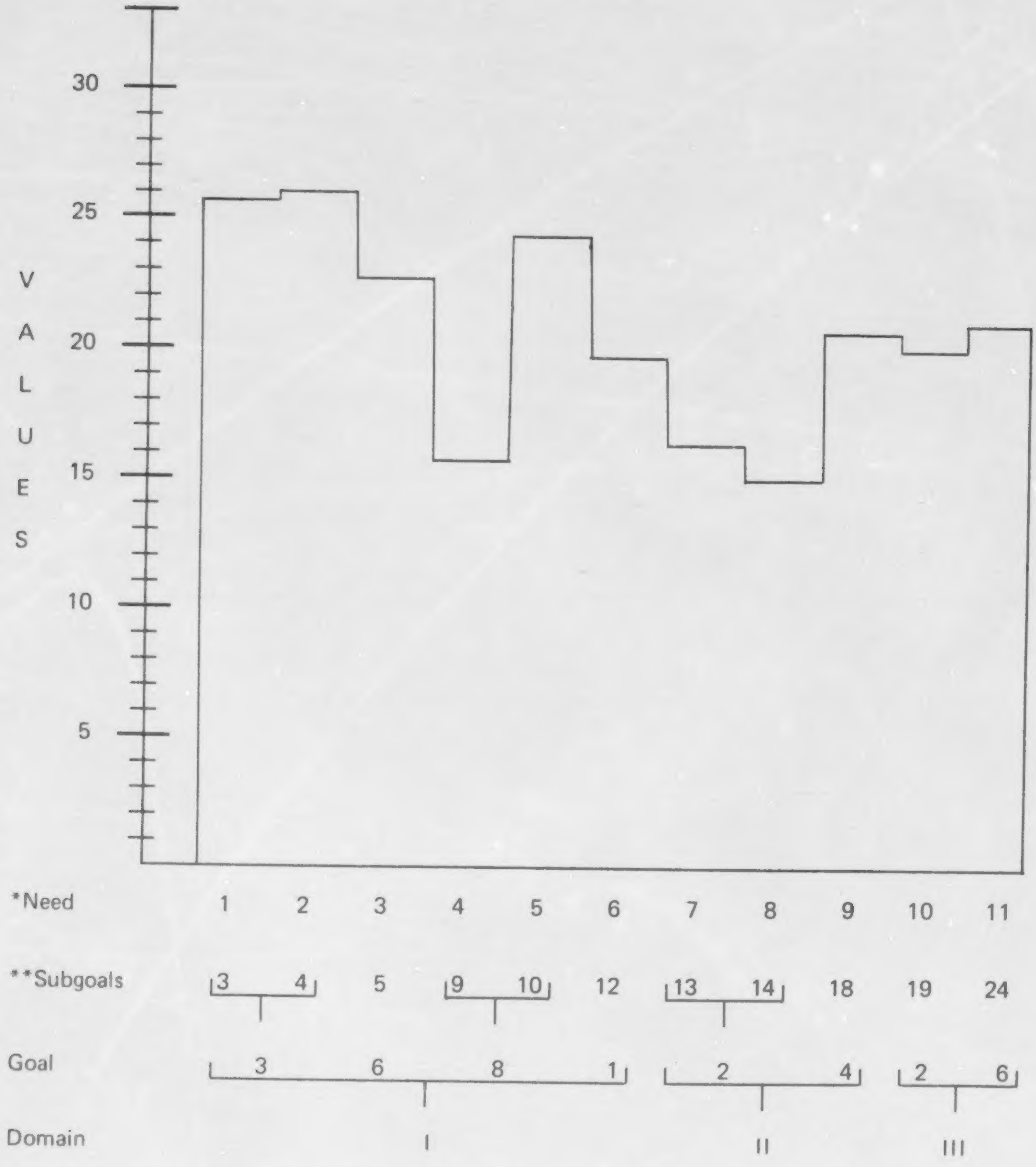
Sincerely,

D. Appleton

D. Appleton
School Counselor
(Phone: 486-3655

Exhibit N

Chart of Need Priorities



*Numbered as shown on Priorities Questionnaire (Exhibit L)
**Numbered as on Specific Subgoals Questionnaire (Appendix B)

Exhibit O

List of Ranked Need Priorities from Highest to Lowest

GENERAL GOALS			CORRESPONDING SUBGOALS		
Rank	General Goal Number	Values	Subgoal Number*	General Goal Number	Domain
1	2	25.75	4	3	I
2	1	25.42	3	3	I
3	5	24.75	10	8	I
4	3	23.17	5	6	I
5	9	20.97	18	4	II
6	11	20.84	24	6	III
7	10	20.59	19	2	III
8	6	20.17	12	1	II
9	7	16.49	13	2	II
10	4	16.06	9	8	I
11	8	15.38	14	2	II

*Subgoals are numbered as on the Subgoal Questionnaire.

Exhibit P

Summary Report of Career Guidance Needs Assessment

As the result of the recent career guidance needs assessment at Green Valley Junior High, the following specific career guidance subgoals have emerged as the ones that were least well met and most highly rated for immediate attention:

1. The student can explain how a person's self-image is influenced by experiences.
2. The student can describe several specific ways in which people differ.
3. The student can distinguish between cooperative and competitive behaviors.
4. The student can describe influential social relationships.
5. The student can explain how a person's qualifications relate to several occupations.
6. The student can explain occupational ladders.
7. The student can describe personal and social goal awareness as a part of the career decision-making process.
8. The student can evaluate occupational information resources.

Teachers are encouraged to do what they can within their classrooms to foster student achievement in these and closely related areas. In the very near future, a task force of teachers, students, parents, employers, and administrators will be formed. This task force will work to generate alternative ways to help Green Valley students reach these goals. If you are interested in working on this endeavor, please contact the school counselor, D. Appleton.

APPENDICES

These appendices contain general forms for consumer use. These forms will allow the user to conduct a local career guidance needs assessment with very little time expended in form preparation.

APPENDICES

Table of Contents

A General Goal Valuation Questionnaire: Cover Letter and Instrument 73
B Specific Subgoal Questionnaire: Cover Letter and Instrument 79
C Student Career Development Performance Questionnaire 85
D Needs Assessment Questionnaire for Elementary Grades 123
E Priorities Questionnaire: Cover Letter and Instrument 129
F Follow-up Letter 133
G Sum of Ratings Form 135
H Means Form 137
I Goal Ratings Tables Form 139
J Tabulation Form 141
K Student Needs Table 143

APPENDIX A

GENERAL GOAL VALUATION QUESTIONNAIRE: COVER LETTER AND INSTRUMENT

Dear

Our school is trying to get some necessary information from parents, employers, students, teachers, school administrators, and past school students about what our school's general career guidance goals should be. We have some ideas but we do not know which of the goals we have written are most important.

Will you take a few minutes to tell us which of these goals you think are most important? Once we have your opinion and that of others who are receiving this questionnaire, we can begin to improve our career guidance program.

You do not have to sign your name. All of your answers will be kept confidential. Please return to

Name ______________________________

School ______________________________

Address ______________________________

Thank you,

School Counselor

General Goal Valuation Questionnaire

INSTRUCTIONS

Please indicate how important you think each of the general career guidance goals printed below are for the students in our school. Do this by writing the number corresponding to the position on this scale that best describes your opinion of the importance of the goal.

1	2	3	4	5
Not at all Important		Of some Importance		Very Important

EXAMPLE

Goal *Rating*

1. The students know what career they are going to take up by the end of their ninth grade year. ____

If you think that this goal is *very important*, you would put a *5* in the blank. If you think that this goal is *not important at all*, you would put a *1* in the blank. If you think the goal is of *some importance*, you would put a *3* in the blank. Use a *2* if you think the goal is *just a little important.* Use a *4* if you think the goal is *more than some but less than very important.*

Scale

1	2	3	4	5
Not at all Important		Of some Importance		Very Important

Goals *Rating*

Students can

1. Assess the relationship of their interests, attitudes, values, abilities, and achievements to the development and realization of their career goals. ____
2. Appraise their physical and mental characteristics, the potential for change, and apply this knowledge to goal setting for life roles. ____
3. Affirm an integrated self-concept based on the integration of environmental and group experiences and individual internal factors. ____
4. Assess their personal interests, aptitudes, and qualifications in selecting and assuming career roles. ____
5. Characterize their personal attitude and value system. ____
6. Assess the impact that social relationships such as those that occur in the home, school, and community settings have upon them. ____
7. Appraise similarities and differences in the attitude and value systems of others in order to become tolerant in interpersonal relationships. ____
8. Demonstrate mastery in coping and adjusting to various settings and situations to promote positive interpersonal relationships in their career roles. ____
9. Appraise the variety, complexity, and availability of occupations in the world of work. ____
10. Appraise the economic benefits and limitations associated with potential occupations. ____
11. Judge the ways in which occupations relate to the goals, needs, and functions of society. ____
12. Assess the basic characteristics, qualifications, and stages of preparation needed to obtain and perform in various occupational roles. ____
13. Evaluate the relationships of present and anticipate life roles to economic trends found in the community, state, and nation. ____
14. Assess the ways in which personal needs, roles, and goals relate to occupations. ____

Goals	*Rating*
15. Affirm that physical and emotional needs can be met through leisure activities.	____
16. Determine how to plan for and utilize leisure opportunities.	____
17. Assess the relationship between leisure, educational, and occupational pursuits and preferred life styles.	____
18. Determine how life roles may change over time and how interaction takes place between maturation and life roles.	____
19. Utilize the essential skills necessary to gather, organize, and evaluate information for effective decision-making.	____
20. Utilize personal and social goals and values in their decision-making process.	____
21. Affirm the potential for expanding their life role options as a result of effective decision-making.	____
22. Evaluate their career decisions as they relate to personal values.	____
23. Accept the responsibilities for their decision-making outcomes.	____
24. Consider various pathways available for achieving short and long term educational, occupational, and social goals.	____
25. Utilize the skills necessary for securing, maintaining, and/or advancing in various career pathways.	____
26. Validate that career planning is a continuous process which reflects continual learning in a changing environment.	____

APPENDIX B

SPECIFIC SUBGOAL QUESTIONNAIRE: COVER LETTER AND INSTRUMENT

Dear

Thank you for helping us decide which of our general career guidance goals were most important. Judging from your responses and from those of other respondents, some of our goals do seem to be more important than others.

We have chosen the most important ones and written more *specific* career guidance *subgoals* for each one. If you will rate these as you did the more general goals, we will be able to decide which specific subgoals are more important. This will allow us to more fully understand your concerns and improve our guidance.

Please take a few minutes to tell us which of the subgoals you think are most important. You do not have to sign your name. All of your answers will be kept confidential.

Thank you,

School Counselor

P.S. Please return your answers in the enclosed self-addressed envelope.

Specific Subgoal Questionnaire

INSTRUCTIONS

Please indicate how important you think each of the specific career guidance subgoals printed below are for the students in our school. Do this by writing the number corresponding to one of the positions on this scale that best describe your opinion of the importance of the goal.

1	2	3	4	5
Not at All Important		Of Some Importance		Very Important

EXAMPLE

Goal *Rating*

1. The students can list five skills they will need for employment. _____

If you think that this goal is *very important*, you would put a *5* in the blank. If you think that this goal is *not important at all*, you would put a *1* in the blank. If you think the goal is of *some importance*, you would put a *3* in the blank. Use a *2* if you think the goal is *just a little important.* Use a *4* if you think the goal is *more than some but less than very important.*

Scale

1	2	3	4	5
Not at All Important		Of Some Importance		Very Important

Subgoals *Rating*

1. The student can identify values and interests. ______
2. The student can explain how values and interests influence career goals. ______
3. The student can describe several specific ways in which people differ. ______
4. The student can explain how a person's self-image is influenced by experiences. ______
5. The student can describe influential social relationships. ______
6. The student can explain how family and friends influence career and life style decisions. ______
7. The student can describe how people's value systems differ. ______
8. The student can explain the effects of differing value systems. ______
9. The student can describe positive interpersonal relationships. ______
10. The student can distinguish between cooperative and competitive behaviors. ______
11. The student can describe the number of occupational possibilities. ______
12. The student can evaluate occupational information resources. ______
13. The student can describe the financial gains from various occupations. ______
14. The student can explain how supply and demand affects money rewards for various occupations. ______
15. The student can describe how occupations meet human needs. ______
16. The student can demonstrate an understanding of the interdependence of occupations. ______
17. The student can identify the performance requirements of various occupations. ______
18. The student can explain how a person's qualifications relate to several occupations. ______
19. The student can describe personal and social goal awareness as a part of the career decision-making process. ______

Goals	*Rating*
20. The student can explain how goal setting effects the decision-making process.	______
21. The student can affirm the potential for expanding life role options as a result of effective decision-making.	______
22. The student can explain how decision-making can increase options.	______
23. The student can identify open entry and open exit patterns of school, work, leisure, and family roles.	______
24. The student can explain occupational ladders.	______
25. The student can identify career planning processes.	______
26. The student can explain how career planning is life long.	______

APPENDIX C

STUDENT CAREER DEVELOPMENT PERFORMANCE QUESTIONNAIRE

STUDENT CAREER DEVELOPMENT
PERFORMANCE QUESTIONNAIRE

Grade _____________

Date _____________

Self and Interpersonal Relations Domain

Goal 1. Assess the relationship of their interests, attitudes, values, abilities, and achievements to the development and realization of their career goals.

Subgoal – (Knowledge) The student identifies values and interests.

Item 1. Describe the following list using v for value, i for interest, and n for neither.

_____ left handedness

_____ being independent of others

_____ a hobby

_____ things we believe in

_____ a list of what's most important

_____ enjoying an activity

Subgoal – (Comprehension) The student explains how occupational values and interests influence career goals.

Item 2. If we know what a person's values and interests are we can.

_____ predict what job they should choose,

_____ only guess about their job choice,

_____ estimate a group of possible occupations (jobs),

_____ none of the above.

Subgoal– (Application) The student applies self-awareness knowledge to career goal setting.

Item 2. Which occupations would likely be selected by someone who strongly values protecting the environment?

_____ law officer

_____ city planner

_____ marine biologist

_____ auto mechanic

_____ forest ranger

_____ interior decorator

Goal 2. Appraise their physical and mental characteristics, the potential for change, and apply this knowledge to goal setting for life roles.

Subgoal– (Knowledge) The student describes developing mental and physical characteristics.

Item 1. Describe the following as either physical (P) or mental (M) qualities and check those that can be changed. Put either P or M by each trait and check the appropriate box.

		Can be changed		
P or M		Much	Some	Little
_____	Coordination	_____	_____	_____
_____	Memory	_____	_____	_____
_____	Use of hands	_____	_____	_____
_____	Endurance	_____	_____	_____
_____	Strength	_____	_____	_____
_____	Thinking Speed	_____	_____	_____
_____	Weight	_____	_____	_____
_____	Color Vision	_____	_____	_____

Subgoal – (Comprehension) The student explains how physical and mental skills are used in occupational and leisure activities.

Item 2. Indicate how the following qualities would be used in the following occupations or activities.

V – Very Important
S – Sometimes Important
R – Rarely Important

		Coordination	Endurance	Color Vision	Use of Hands	Memory	Thinking Speed
1. Truck Driver	V						
	S						
	R						
2. Fire Fighter	V						
	S						
	R						
3. Rodeo Performer	V						
	S						
	R						
4. Librarian	V						
	S						
	R						
5. Nurse	V						
	S						
	R						
6. Fashion Designer	V						
	S						
	R						
7. Bowler	V						
	S						
	R						
8. Tennis Player	V						
	S						
	R						
9. Gardener	V						
	S						
	R						

Subgoal – (Application) The student creates short term physical development goals that support tentative long-range career goals.

Item 3. **Lee, a high school student, would like to plan a life style which includes a great deal of physical activity. Lee is a good physical education student and participates in volleyball, basketball, and track.**

How would you advise Lee?

	CHECK ALL THAT APPLY
Concentrate on going into professional sports.	______
Look into several career possibilities.	______
Consider leisure sports activities.	______
Try out for a pro team to see if skills are good enough.	______

Goal 3. Affirm an integrated self-concept based on the integration of environmental and group experiences and individual internal factors.

Subgoal – (Knowledge) The student describes several specific ways in which people differ.

Item 1. **Check the possible reasons for the following ways that people are different:**

CHECK ALL THAT MIGHT APPLY

	Heredity	Experiences	Nutrition
1. Height	______	______	______
2. Interests	______	______	______
3. Appearance	______	______	______
4. Goals	______	______	______
5. Achievements	______	______	______
6. Skills	______	______	______
7. Values	______	______	______

Subgoal –(Comprehension) The student explains how a person's self-image is influenced by experiences.

Item 2. The way we see ourselves is mainly the result of:

CHECK ALL THAT ARE CORRECT

_____ Heredity

_____ Experiences

_____ What others expect of us

_____ Physical appearance

_____ Fate

_____ Abilities

_____ Ideals

Subgoal – (Application) The student predicts career planning behavior based upon a knowledge of self-image.

Item 3. Read the following counselor-student interview:

Counselor: "What are your plans for after high school?"

Student: "I'm confused, my parents want me to go into their real estate business, but I can't see myself doing that. I'm an above average student and I work hard, but I want to be a success on my own."

Describe the student's career planning activities:

	Very Likely	Likely	Not Likely
1. Take a part-time job in real estate.	_____	_____	_____
2. Leave home after graduation.	_____	_____	_____
3. Select an occupation soon.	_____	_____	_____
4. Enroll in a technical or trade school.	_____	_____	_____

Goal 4. Assess their personal interests, aptitudes, and qualifications in selecting and assuming career roles.

Subgoal – (Knowledge) The student identifies school skills needed in different occupations.

Item 1. Rate the need for the following skills for each occupation:

Occupation	Skill	Used Much	Used Some	Used Little
Newspaper Reporter	Reading	_____	_____	_____
	Writing	_____	_____	_____
	Speaking	_____	_____	_____
	Listening	_____	_____	_____
Auto Mechanic	Reading	_____	_____	_____
	Writing	_____	_____	_____
	Speaking	_____	_____	_____
	Listening	_____	_____	_____
Florist	Reading	_____	_____	_____
	Writing	_____	_____	_____
	Speaking	_____	_____	_____
	Listening	_____	_____	_____
Lawyer	Reading	_____	_____	_____
	Writing	_____	_____	_____
	Speaking	_____	_____	_____
	Listening	_____	_____	_____

Subgoal – (Comprehension) The student understands the use of standardized tests in self-assessment of aptitudes.

Item 2. Standardized aptitude tests can best help students determine:

CHECK ALL CORRECT ANSWERS

_____ 1. Values

_____ 2. Difficulty of future activities

_____ 3. Interests

_____ 4. Personality

_____ 5. Skills

Subgoal – (Application) The student uses a knowledge of abilities and interests in career planning.

Item 3. Each person, because of abilities and interests, is best suited for:

_____ one job

_____ most jobs

_____ a group of jobs

_____ any job of interest

Alternative

Item 4. Lee has two years of technical education beyond high school and a year of successful sales work experience. High school activities included debate and working on the newspaper. Considering Lee's background, check how you would evaluate qualifications for the following occupations.

	Over Qualified	Qualified	Not Qualified	Not Enough Information
Electronic Technician	_____	_____	_____	_____
Bank Messenger	_____	_____	_____	_____
Car Salesperson	_____	_____	_____	_____
Elementary School Teacher	_____	_____	_____	_____

Goal 5. Characterize their personal attitude and value system.

Subgoal – (Knowledge) The student defines a personal value system.

Item 1. Check the items that describe a personal value system.

_____ A set of beliefs we hold

_____ Motives for behavior

_____ A set of interests

_____ A ranking of what is important to you

_____ Being independent and secure

_____ A set of ideals

Subgoal – (Comprehension) The student understands the importance of a value system.

Item 2. Our values influence:

CHECK ALL THAT APPLY

	Usually	**Sometimes**	**Rarely**
Choice of friends	____	____	____
Choice of careers	____	____	____
Choice of leisure activities	____	____	____
Conflict within ourselves	____	____	____
Conflicts with other people	____	____	____
Ideals	____	____	____
Interests	____	____	____

Subgoal – (Application) The student resolves value conflicts using priorities.

Item 3. A student decides to speak out against the teasing of an unpopular student by several popular students. This action results in the student losing a student council election. Check the values that were in conflict and rank them as the student did by his/her actions.

	Values in Conflict (X)	**Rank Order** **1 - most important** **2 - second, and so on**
Power and Influence	____	____
Beauty	____	____
Security	____	____
Money	____	____
Helping others	____	____
Knowledge	____	____

Goal 6. Assess the impact that social relationships such as those that occur in the home, school, and community settings have upon them.

Subgoal – (Knowledge) The student describes influential social relationships.

Item 1. Check the following statements as to how strongly you agree with the statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Each of us has only a few people who are important in our lives.	_____	_____	_____	_____
The only important people in our lives are family members.	_____	_____	_____	_____
As we get older our friends influence us more.	_____	_____	_____	_____

Subgoal – (Comprehension) The student explains how family and friends influence career and life style decisions.

Item 2. Check the following statements as to how strongly you agree or disagree with the statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
People influence us mainly by telling us what to do.	_____	_____	_____	_____
We usually know how other people are influencing us.	_____	_____	_____	_____
We usually are influenced most by people we admire.	_____	_____	_____	_____
We loose our self-control if we listen to others.	_____	_____	_____	_____

Subgoal – (Application) The student shows self-control while listening to the advice of others.

Item 3. **You are undecided about taking art or music as an elective in school next year. Check what things you should consider and rank them in order of importance.**

Order of Importance		**Things to Consider**	
_____	**Parent's advice**	**yes**	**no**
_____	**The art teacher's description of the course**	**yes**	**no**
_____	**Friends who have taken the music course**	**yes**	**no**
_____	**Counselor's advice**	**yes**	**no**
_____	**An artist's neighbor's advice**	**yes**	**no**

Goal 7. Appraise similarities and differences in the attitude and value systems of others in order to become tolerant in interpersonal relationships.

Subgoal – (Knowledge) The student describes how people's value systems differ.

Item 1. **People's ideas of right and wrong are:**

_____ **Never the same**

_____ **Sometimes the same**

_____ **Often the same**

_____ **Usually the same**

Subgoal – (Comprehension) The student explains the effects of differing value systems.

Item 2. **That people are different in what they believe indicates that:**

CHECK ALL RIGHT ANSWERS

_____ **People sometimes do not understand each other,**

_____ **People make decisions for different reasons,**

_____ **People cannot get along much of the time,**

_____ **People should pretend to agree to avoid fighting.**

Subgoal – (Application) The student forecasts the consequences of different methods of resolving interpersonal differences.

Item 3. Conflicts between people often result from:

CHECK ALL RIGHT ANSWERS

_____ **Seeing everything as either all right or all wrong,**

_____ **Looking at how the other person sees things,**

_____ **Not talking directly to the other person,**

_____ **Listening to the other person.**

Goal 8. Demonstrate mastery in coping and adjusting to various settings and situations to promote positive interpersonal relationships in their career roles.

Subgoal – (Knowledge) The student can describe positive interpersonal relationships.

CHECK ALL RIGHT ANSWERS

_____ **Being honest,**

_____ **Always being polite,**

_____ **Avoiding criticism,**

_____ **Never disagreeing,**

_____ **Giving suggestions when asked,**

_____ **Always giving a good impression,**

_____ **Being cheerful no matter what.**

Subgoal – (Comprehension) The student can distinguish between cooperative and competitive behaviors.

Item 2. Indicate the behaviors which are cooperative and which are competitive.

	Cooperative Behaviors	Competitive Behaviors
Secrecy	______	______
Threats and Bluffs	______	______
Compromise and Negotiation	______	______
Two-way communication	______	______
Division of labor	______	______

Subgoal – (Application) The student demonstrates the effective use of interpersonal communication.

Item 3. Jane wants to be a "good listener" so whenever her parents are speaking she should:

CHECK ALL RIGHT ANSWERS

_____ Agree as much as possible,

_____ Check out what she thinks her parents said,

_____ Respond by word or gesture to what was said,

_____ Not reveal her opinions,

_____ Keep her parents talking as much as possible.

Life Role Domain

Goal 1. Appraise the variety, complexity, and availability of occupations in the world of work.

Subgoal – (Knowledge) The student describes the number of occupational possibilities.

Item 1. The number of different occupations in the United States is:

a. Decreasing

b. About 5,000 - 10,000

c. About 10,000 - 15,000

d. More than 20,000

Subgoal – (Comprehension) The student evaluates occupational information resources.

Item 2. The best sources of information on general requirements for occupations are:

CHECK ONE

_____ **Classified ads**

_____ *Dictionary of Occupational Titles*

_____ **Friends and relatives**

_____ **State employment services**

Subgoal – (Application) The student demonstrates skills in investigating specific occupations.

Item 3. Lee, a ninth grader, would like to learn more about requirements and job opportunities in the field of police work. Rate the following resources that Lee could use:

	Usually Helpful	**Sometimes Helpful**	**Little Help**
Fictional stories about police officers	_____	_____	_____
English teacher	_____	_____	_____
Parents	_____	_____	_____
Counselor	_____	_____	_____
Newspaper want ads	_____	_____	_____
Lists of college subjects and classes available	_____	_____	_____
Talk with a law officer	_____	_____	_____

Goal 2. Appraise the economic benefits and limitations associated with potential occupations.

Subgoal – (Knowledge) The student describes the financial gains from various occupations.

Item 1. In looking at short term money rewards of various jobs, put a (+) by those things that increase money rewards and a (–) by those things that subtract from the paycheck.

_____ **Income taxes**

_____ **Health insurance**

_____ **Sales tax**

_____ **Stock options**

_____ **Union dues**

_____ **Cost of living raises**

_____ **Inflation**

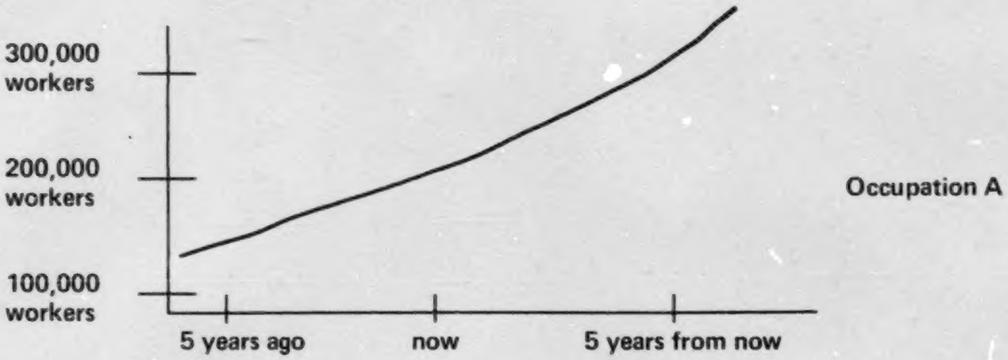
_____ **Pension**

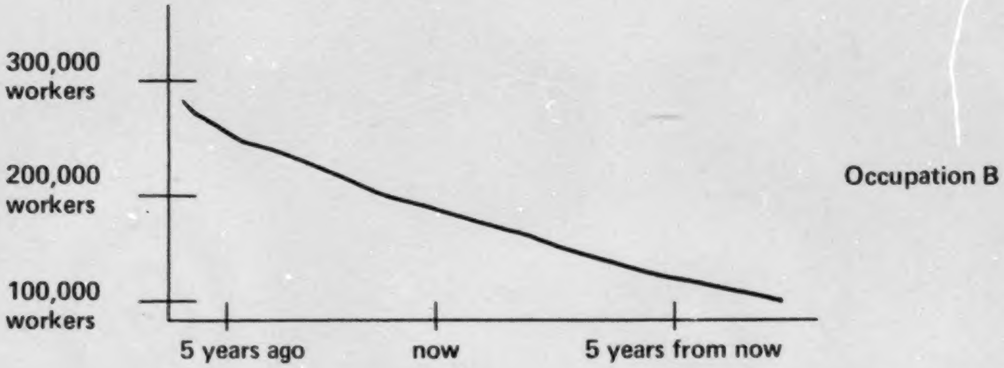
_____ **Social Security**

_____ **Merit raises**

Subgoal – (Comprehension) The student explains how supply and demand affects money rewards from various occupations.

Item 2. Study the following graphs showing the past and predicted future supply and demand of workers for two occupations.





Now answer the following questions: CHECK ALL THAT ARE CORRECT

_____ It's easier now to get a job in Occupation A.

_____ In the future both occupations will be about equally difficult to find jobs in.

_____ Five years ago it was easier to get a job in Occupation A.

_____ Employers in Occupation A will likely decrease wages in the next five years.

_____ Employers in Occupation A will likely increase requirements in the next five years.

Subgoal – (Application) The student demonstrates the ability to evaluate employment offers on the basis of financial rewards.

Item 3. Listed below are several job characteristics. Using the codes provided, identify the most important outcome of each job characteristics.

FS – financial security
SA – salary advancement
LC – lower living costs

_____ Rural or small town location

_____ Cost of living clause

_____ Employer paid training programs

_____ Promotion policies

_____ Health insurance

Goal 3. Judge the ways in which occupations relate to the goals, needs, and functions of society.

Subgoal – (Knowledge) The student describes how occupations meet human needs.

Item 1. Check all the human needs served by someone who does a good job in the following occupations:

Occupation	Recognition	Shelter	Food	Safety	Health
Plumber	_____	_____	_____	_____	_____
Bus Driver	_____	_____	_____	_____	_____
Cake Decorator	_____	_____	_____	_____	_____
Florist	_____	_____	_____	_____	_____
Carpenter	_____	_____	_____	_____	_____
News Reporter	_____	_____	_____	_____	_____

Subgoal – (Comprehension) The student demonstrates an understanding of the interdependence of occupations.

Item 2. **We depend on the good work of truck drivers and mechanics as we do doctors and lawyers.**

Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**

Subgoal – (Application) The student projects social needs which might be met by specific occupations.

Item 3. **For the following list of society's needs check all occupational fields that can be very important in meeting such needs.**

Society's Needs	**Education**	**Communication**	**Entertainment/Arts**	**Agriculture**	**Engineering & Technology**
Energy	______	______	______	______	______
Pollution	______	______	______	______	______
Aging Cities	______	______	______	______	______
Senior Citizens	______	______	______	______	______
Health	______	______	______	______	______
Racial Conflict	______	______	______	______	______
Drug Abuse	______	______	______	______	______

Goal 4. Assess the basic characteristics, qualifications, and stages of preparation needed to obtain and perform in various occupational roles.

Subgoal – (Knowledge) The student identifies the performance requirements of various occupations.

Item 1. Check the correct qualifications for the following occupations.

Occupation	Essential	Useful	Not Usually Needed
Sales Person			
Physical Coordination	______	______	______
Art Skills	______	______	______
Clerical Skills	______	______	______
Math Skills	______	______	______
Speaking Skills	______	______	______
Initiative	______	______	______
Mechanical Skills	______	______	______
Listening Skills	______	______	______
Dentist			
Physical Coordination	______	______	______
Art Skills	______	______	______
Clerical Skills	______	______	______
Math Skills	______	______	______
Speaking Skills	______	______	______
Initiative	______	______	______
Mechanical Skills	______	______	______
Listening Skills	______	______	______
Carpenter			
Physical Coordination	______	______	______
Art Skills	______	______	______
Clerical Skills	______	______	______
Math Skills	______	______	______
Speaking Skills	______	______	______
Initiative	______	______	______
Mechanical Skills	______	______	______
Listening Skills	______	______	______

Item 2. Because of abilities, talents, and interests, each person is best suited for

_____ one single occupation _____ A group of occupations

_____ Most occupations _____ Any occupation of interest

Subgoal— (Application) The student evaluates employment application information.

Item 2. A company is in a position to hire one person to fill a job vacancy and has three applicants. Check the space that indicates the information most likely used in selecting the top applicant.

	Usually Important	Sometimes Important	Rarely Important
Physical appearance	_____	_____	_____
Sex	_____	_____	_____
Age	_____	_____	_____
Number of friends	_____	_____	_____
Hobbies	_____	_____	_____
School grades	_____	_____	_____
School attendance	_____	_____	_____
Intelligence test scores	_____	_____	_____
Past work experience	_____	_____	_____
Physical strength	_____	_____	_____
Marital status	_____	_____	_____
Health	_____	_____	_____
Volunteer experiences	_____	_____	_____

Goal 5. Evaluate the relationships of present and anticipated life roles to economic trends found in the community, state, and nation.

Subgoal (Knowledge) The student identifies information resources on labor market trends.

Item 1. The best sources of information on general (national) labor market trends are:

_____ U.S. and State Civil Service Commissions

_____ *Dictionary of Occupational Titles*

________ Classified Newspaper Ads

________ Occupational Outlook Handbook

Subgoal– (Comprehension) The student explains some of the difficulties in predicting labor market trends.

Item 2. In predicting labor market trends:

CHECK ALL THAT APPLY

________ Labor market predictors are accurate enough for personal career planning,

________ Labor market predictions are getting more accurate,

________ Labor market predictions are getting easier,

________ National trends affect local trends,

________ Social changes must be considered.

Subgoal– (Application) The student forecasts labor market trends.

Item 3. Based on current trends, jobs in the next five years for the following groups are likely to:

	Increase	Decrease	Stay the Same	Be Unpredictable
Handicapped workers	______	______	______	______
Unskilled laborers	______	______	______	______
Professional workers	______	______	______	______
Women	______	______	______	______
Minorities	______	______	______	______
Farmers	______	______	______	______
Transportation workers	______	______	______	______
Technicians	______	______	______	______
High School Dropouts	______	______	______	______

Goal 6. Assess the ways in which personal needs, roles, and goals relate to occupations.

Subgoal – (Knowledge) The student identifies human needs that can be satisfied through work.

Item 1. Which of the following needs can be achieved through one's occupation:

CHECK ALL CORRECT ANSWERS

____ **Friendship**

____ **Being helpful to others**

____ **Being important**

____ **Being independent**

____ **Being good at something**

Subgoal–(Comprehension) The student explains how an occupation can be a source of satisfaction or dissatisfaction.

Item 2. **Describe the following occupation by placing the letter corresponding to the occupation on the needs scale where it fits best.**

a. farmer
b. insurance sales person
c. assembly line worker
d. accountant

To be in charge ______________________________ **To follow orders**

To work alone ______________________________ **To do things for others**

To control my schedule ______________________________ **To be given a work schedule**

To do something different every day ______________________________ **To have a set routine**

Subgoal – (Application) The student evaluates occupational conditions in terms of satisfaction or dissatisfaction.

Item 3. **Describe the needs that would likely be satisfied for each of the following.**

Jobs	Chance to Advance	Independence	Travel	Financial Security	Self-Employed
Army officer	____	____	____	____	____
Insurance salesman (small company)	____	____	____	____	____
Electrician (large company)	____	____	____	____	____
Farmer	____	____	____	____	____

Goal 7. Affirm that physical and emotional needs can be met through leisure activities.

Subgoal – (Knowledge) The student recognizes possible leisure activities.

Item 1. Examples of leisure time activities are

_____ sleeping
_____ eating
_____ fishing
_____ traveling
_____ reading
_____ volunteer work in a hospital
_____ coin collecting
_____ listening to music

Subgoal – (Comprehension) The student understands that work (occupation) and play (leisure) have several things in common.

Item 2. Check the things that are true about both work (occupation) and play (leisure).

_____ Can be relaxing
_____ Both usually earn money
_____ Activity and/or exercise oriented
_____ Can be fun
_____ Can be helpful to others
_____ Can be hard to do well

Subgoal – (Application) The student applies knowledge of leisure activities to the maintenance of health.

Item 3. If you were a school counselor check what you would want to know about a person in order to advise them about picking leisure activities.

_____ musical ability
_____ blood pressure
_____ education
_____ work history
_____ experience
_____ successes
_____ interests
_____ salary
_____ weight
_____ male or female
_____ activity availability
_____ motivation

Goal 8. Determine how to plan for and utilize leisure opportunities.

Subgoal – (Knowledge) The student recognizes leisure opportunities.

Item 1. Check all of the following that may offer leisure time activities.

_____ Scouts
_____ Red Cross
_____ State Employment Office
_____ Family
_____ Social Groups
_____ School
_____ Church
_____ Civic Association
_____ Library

Subgoal – (Comprehension) The student explains what to consider in selecting leisure activities.

Item 2. When would you consider the following in selecting leisure activities?

	Usually	**Sometimes**	**Never**
Your interests	_____	_____	_____
Time you have	_____	_____	_____
Cost	_____	_____	_____
School grades	_____	_____	_____
Friend's advice	_____	_____	_____
Parent's advice	_____	_____	_____
Past achievements	_____	_____	_____
Values of others	_____	_____	_____

Subgoal – (Application) The student applies knowledge of leisure time used in different life situations.

Item 3. For each of the following things check which life stage where it would be most important in leisure time planning:

	Student	**Adult**	**Retired**
Try many activities	_____	_____	_____
Low cost	_____	_____	_____
Not too much time	_____	_____	_____
Not too physical	_____	_____	_____
Near home	_____	_____	_____
Acceptance of others	_____	_____	_____

Goal 9. Assess the relationship between leisure, educational, and occupational pursuits and preferred life styles.

Subgoal – (Knowledge) The student identifies the major parts of life style.

Item 1. **One's style of life is mainly made up of**

CHECK ALL THAT APPLY

_____ family life
_____ friendship
_____ age
_____ what one owns
_____ religious life
_____ community participation
_____ health
_____ leisure activities
_____ paid work
_____ nonpaid work
_____ education

Subgoal – (Comprehension) The student explains how education, work, and leisure influence each other.

Item 2. **Show how much you agree or disagree with the following statements.**

	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
A student's use of "free time" has little to do with one's education and job future.	_____	_____	_____	_____
Work that provides satisfaction can be both paid and volunteer activities.	_____	_____	_____	_____
The kind of job you will have will have little to do with how much nonwork time you desire and how you use it.	_____	_____	_____	_____

Subgoal – (Application) The student relates leisure and work in a simulation problem.

Item 3. **How would you advise a friend about planning for their leisure activities who had the following jobs?**

	Physical Activity			Cost			Mental Activity		
Occupation	High	Some	Low	High	Some	Low	High	Some	Low
Newspaper mgr.	____	____	____	____	____	____	____	____	____
Assembly line worker	____	____	____	____	____	____	____	____	____
Lawyer	____	____	____	____	____	____	____	____	____
Real estate salesperson	____	____	____	____	____	____	____	____	____

Goal 10. Determine how life roles may change over time and how interaction takes place between maturation and life roles.

Subgoal – (Knowledge) The student identifies a sequence of life roles.

Item 1. **Number the following descriptions of different stages of life starting with one for the first or youngest stage and ending with four which describes the last or oldest stage of life.**

_____ **Parents are models or heroes for us. We develop an image of ourselves as individuals.**

_____ **We become more self-confident. We feel more important.**

_____ **Leisure and hobbies become more important. We think of our successes.**

_____ **We plan to enter the labor market. Parents are of less help to us.**

Subgoal – (Comprehension) The student explains life role changes.

Item 2. **What changes are likely to occur as we grow older?**

CHECK ALL RIGHT ANSWERS

_____ **values change**

_____ **work time change**

_____ **education stops**

_____ **thinking is harder**

_____ **human needs change**

_____ **personality stops changing**

_____ **health needs increase**

_____ **increased free time**

Subgoal – (Application) The student uses a knowledge of life roles to evaluate changes over time.

Item 3. **Rate the following reasons for personal life role changes over a life time.**

	Influences Many People	**Influences Some People**	**Influences Few People**
Travel	_____	_____	_____
Economic changes	_____	_____	_____
Chance for advancement	_____	_____	_____
Boredom	_____	_____	_____
Personality growth	_____	_____	_____
Physical changes	_____	_____	_____
Job out of date	_____	_____	_____
Education	_____	_____	_____

Career Planning and Decision-Making Domain

Goal 1. Use the essential skills necessary to gather, organize, and evaluate information for effective decision-making.

Item 1. Check all of the following that can give you information about making career decisions:

_____ library materials
_____ family
_____ TV
_____ school teachers
_____ friends the same age
_____ adult friends
_____ newspapers
_____ school counselors
_____ books
_____ radio

Subgoal – (Comprehension) The student explains the kinds of decision-making information available from different sources.

Item 2. Information about government job openings is most likely to be found in the following:

_____ Counselor office
_____ Unions
_____ Post Office
_____ Employment office
_____ *Occupational Outlook Handbook*
_____ U.S. and State Civil Service Commissions
_____ *Dictionary of Occupational Titles*
_____ Area Governmental offices

Subgoal – (Application) The student evaluates various decision-making information.

Item 3. If you wanted to find out about job openings how would you describe the following sources of information:

	Reliable	**Needs to be Checked out**	**Unreliable**
Friends and Relatives	_____	_____	_____
School Counselor	_____	_____	_____
Classified Ads	_____	_____	_____
State Employment Service	_____	_____	_____
Private Employment Service	_____	_____	_____
U.S. Civil Service Commission	_____	_____	_____
State Civil Service Commission	_____	_____	_____
Unions	_____	_____	_____
Parents	_____	_____	_____

Goal 2. Use personal and social goals and values in their decision-making process.

Subgoal—(Knowledge) The student describes goal awareness as a part of the decision-making process.

Item 1. **Listed below are several actions that might be taken to arrive at a decision. Indicate for each action whether or not you think that the action is part of a good decision-making process by circling Yes or No.**

1. **Stating the goal one expects to achieve. Yes No**
2. **Waiting to see if the problem solves itself. Yes No**
3. **Gathering information about the decision. Yes No**
4. **Checking with friends to see what they would do. Yes No**
5. **Listing the possible choices that could be made. Yes No**
6. **Asking your parents to decide for you. Yes No**
7. **Flipping a coin (heads I do one thing, tails another). Yes No**
8. **Studying the possible results of each choice. Yes No**
9. **Setting new goals as changes happen. Yes No**

Subgoal—(Comprehension) The student explains how life role goal setting affects the decision-making process.

Item 2. **Thinking and knowing about our goals will likely lead to (Circle Yes or No)**

Better Planning. Yes No

Boredom if goals are too easy. Yes No

Giving up if goals are too hard. Yes No

Changing goals. Yes No

Changing how we spend our time and energy. Yes No

Less chance of success. Yes No

Less surprise and excitement. Yes No

Subgoal – (Application) The student evaluates decisions based upon individual goals.

Item 3. A high school graduate decides to go into insurance sales in a small community. What are the likely long-range goals of the person based on this decision?

Long-Range Goal	Very Likely	Somewhat Likely	Not Likely
Promotion Chances	_____	_____	_____
Security	_____	_____	_____
Be own boss	_____	_____	_____
Travel	_____	_____	_____
Financial success	_____	_____	_____
Independence	_____	_____	_____

Goal 3. Affirm the potential for expanding life role options as a result of effective decision-making.

Subgoal – (Knowledge) The student identifies life role options.

Item 1. When we think of the ways in which we can live our lives, what are some of the choices we have?

CHECK ALL RIGHT ANSWERS

_____ Friends
_____ Kind of job
_____ Changing jobs
_____ Unpaid work
_____ Community involvement
_____ Church involvement
_____ To get married or not
_____ To have children or not
_____ Hobbies and leisure time
_____ To work or not
_____ Political involvement

Subgoal – (Comprehension) The student explains how decision-making can increase options.

Item 2. When we actually spend time thinking about our life decisions and do some planning we are likely to find:

_____ We ignore advice
_____ Fewer options
_____ Choices leading to other choices
_____ More feeling of control
_____ Satisfaction
_____ Success

Subgoal – (Application) The student generates several options in choice situations.

Item 3. An eleventh grader dropped out of school. The decision choices are to get a job or to join the armed services. This student has considered

_____ All of the major choices

_____ Only some of the major choices

_____ None of the major choices

Item 4. An eleventh grader is failing algebra because of too little time for homework. The decision choices are to drop the class or to take the fail grade. The student has considered

_____ All of the major choices

_____ Only some of the major choices

_____ None of the major choices

Item 5. A 35 year old worker is unhappy on the job. The decision choices are to continue to be unhappy or try to find another job. The worker has considered

_____ All of the major choices

_____ Only some of the major choices

_____ None of the major choices

Goal 4. Evaluate their career decisions as they relate to personal values.

Subgoal – (Knowledge) The student identifies values and interests.

Item 1. Describe the following list using v for value, i for interest, and n for neither.

_____ left handedness

_____ being independent of others

_____ a hobby

_____ things we believe in

_____ a list of what's most important

_____ enjoying an activity

Subgoal – (Comprehension) The student explains how values help determine decisions.

Item 2. Making decisions based upon our personal values means that:

Decisions become easier	Yes	No
We do what we think is important	Yes	No
We do what we say is important	Yes	No
We do everything that is worthwhile	Yes	No

Subgoal – (Application) The student evaluates career decisions based upon individual values.

Item 3. Indicate which of the following jobs would likely be slected by someone who strongly values helping others by circling Yes or No.

Doctor	Yes	No	Sports Writer	Yes	No
Social Worker	Yes	No	Probation Officer	Yes	No
Football Player	Yes	No	Dancer	Yes	No
Clergyman	Yes	No	Sailor	Yes	No
Typist	Yes	No	Construction Worker	Yes	No

Item 4. Indicate which of the following jobs would likely be selected by someone who strongly values being independent and working alone.

Taxi Driver	Yes	No	Minister	Yes	No
Firefighter	Yes	No	Senator	Yes	No
Construction Worker	Yes	No	Forest Ranger	Yes	No
Farmer	Yes	No	Receptionist	Yes	No
Teacher	Yes	No	Salesperson	Yes	No

Goal 5. Accept the responsibilities for their decision-making outcomes.

Subgoal – (Knowledge) The student identifies where decisions can be made.

Item 1. When we think of the ways in which we can live our lives, what are some of the choices we have?

CHECK ALL OF THE RIGHT ANSWERS

____ Friends

____ To get married or not

____ To have children or not

____ Hobbies and leisure time

____ To work or not

____ Political involvement

____ Kind of job

____ Changing jobs

____ Unpaid work

____ Community involvement

____ Church involvement

Subgoal – (Comprehension) The student explains how decision-making skills are used where some control is possible.

Item 2. Indicate with a check mark how strongly you agree or disagree with the following statements about life decisions:

	Strongly Agree	Agree	Disagree	Strongly Disagree
People have a lot of control over what happens to them.	____	____	____	____
Things happen to us mostly by chance.	____	____	____	____
We should feel responsible for everything that happens to us.	____	____	____	____
Only adults make important decisions.	____	____	____	____
People at different ages have control of different decisions.	____	____	____	____

Subgoal – (Application) The student evaluates an individual's decision control in various situations.

Item 3. Check how much control you would have in each of the following choices.

	Much Control	Some Control	Little Control
To try out for the school play	_____	_____	_____
To stay home while your family is on vacation	_____	_____	_____
To play on a school sports team	_____	_____	_____
To smoke or not	_____	_____	_____
To spend or save $10.00 a week	_____	_____	_____
To go to school or get a job	_____	_____	_____
To stay healthy	_____	_____	_____
To play leadership roles in school	_____	_____	_____

Goal 6. Consider various pathways available for achieving short and long term educational, occupational, and social goals.

Subgoal – (Knowledge) The student identifies open entry and open-exit patterns of school, work, leisure, and family roles.

Item 1. In planning for short and long term goals, answer true or false for the following:

	True	False
People should finish their formal education before starting in a full time job.	_____	_____
Volunteer work and leisure activities should be mostly for people over age 65.	_____	_____
Change of career plans is usually a sign of poor planning.	_____	_____
Changing jobs is usually a sign of poor planning.	_____	_____
Starting a career and a family at the same time is usually best.	_____	_____

Subgoal – (Comprehension) The student explains occupational ladders.

Item 2. What are the most likely conditions for moving between the following occupations? Put the number of the correct answer in the blank.

1. Good work record.
2. On the job training.
3. 1 - 2 years of more education.
4. 3 or more years of more education.

_____ Licensed practical nurse to registered nurse.

_____ Registered nurse to doctor.

_____ Repair mechanic to heavy equipment operator.

_____ Teacher's aid to teacher.

_____ Ambulance driver to paramedic.

_____ File clerk to secretary.

_____ Teacher to principal.

Subgoal – (Application) Student shows how short- and long-range goals relate to life roles.

Item 3. Fill in the most likely goals for a high school graduate using the letters. Put three goals in each category.

a. happy family life
b. being independent
c. making money
d. security
e. education for work
f. education for leisure

Short-range goals. (next 5 years) _____ _____ _____

Long-range goals. (next 15-20 years) _____ _____ _____

Goal 7. Use the skills necessary for securing, maintaining, and/or advancing in various career pathways.

Subgoal – (Knowledge) The student can identify career skills of entry, maintenance, and advancement.

Item 1. Describe the skills needed in getting a job, keeping a job, and advancing in the job field. Circle each item either Yes or No.

Skills in getting, keeping, and advancing in a job are: (Circle Yes or No)

Generally all the same	Yes	No	All require the same abilities	Yes	No
Can be learned in school	Yes	No	All require the same interests	Yes	No

Subgoal – (Comprehension) The student explains occupational pathways.

Item 2. What are the most likely conditions for moving between the following occupations? Put the number of the correct answer in the blank.

1. Good work record.
2. On the job training.
3. 1 - 2 years of more education.
4. 3 or more years of more education.

____ Licensed practical nurse to registered nurse.

____ Registered nurse to doctor.

____ Repair mechanic to heavy equipment operator.

____ Teacher's aide to teacher.

____ Ambulance driver to paramedic.

____ File clerk to secretary.

____ Teacher to principal.

Subgoal – (Application) The student evaluates the types of skills needed for life-long career development.

Item 3. Check the following skills needed by people for their future life-long career.

	Needed By Most People	Needed By Some People	Needed By Few People
To be able to communicate	____	____	____
To be able to understand computers	____	____	____
To be able to move from place to place	____	____	____
To be able to continue learning from education	____	____	____
To be able to understand people	____	____	____
To be able to maintain independence	____	____	____

Goal 8. Validate that career planning is a continuous process which reflects continual learning in a changing environment.

Subgoal – (Knowledge) The student identifies career planning processes.

Item 1. Listed below are several actions that might be taken to arrive at a decision. Indicate for each action whether or not you think that the action is part of a good decision-making process by circling Yes or No.

1.	**Stating the goal one expects to achieve.**	**Yes**	**No**
2.	**Waiting to see if the problem solves itself.**	**Yes**	**No**
3.	**Gathering information about the decision.**	**Yes**	**No**
4.	**Checking with friends to see what they would do.**	**Yes**	**No**
5.	**Listing the possible choices that could be made.**	**Yes**	**No**
6.	**Asking your parents to decide for you.**	**Yes**	**No**
7.	**Flipping a coin (heads I do one thing, tails another).**	**Yes**	**No**
8.	**Studying the possible results of each choice.**	**Yes**	**No**
9.	**Setting new goals as changes happen.**	**Yes**	**No**

Subgoal – (Comprehension) The student explains how career planning is life-long.

Item 2. Mark the following statements about life role decision-making as to the extent you agree or disagree with each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Once a decision is made one should stick with it.	_____	_____	_____	_____
Reaching one goal often leads to another goal.	_____	_____	_____	_____
Education mostly helps one make decisions before age 30.	_____	_____	_____	_____
The results of some decisions do not show up for years.	_____	_____	_____	_____
Most education decisions are made by age 30.	_____	_____	_____	_____
Most leisure decisions are made by age 62.	_____	_____	_____	_____

Subgoal – (Application) The student shows how career planning is needed on an ongoing basis.

Item 3. Rate the following reasons for personal life role changes over a life time.

	Influences Many People	Influences Some People	Influences Few People
Travel	____	____	____
Economic changes	____	____	____
Chance for advancement	____	____	____
Boredom	____	____	____
Personality growth	____	____	____
Physical changes	____	____	____
Job out of date	____	____	____
Education	____	____	____

APPENDIX D

NEEDS ASSESSMENT QUESTIONNAIRE FOR ELEMENTARY GRADES

(ADAPTED FROM THE ROSEVILLE, MINNESOTA SCHOOLS
K-4 CAREER EDUCATION EVALUATION REPORT, 1973)

Needs Assessment Questionnaire for Elementary Grades

(Adapted from the Roseville, Minnesota Schools K-4 Career Education Evaluation Report, 1973)

Self and Interpersonal Relations Domain

(Circle Yes or No)

Goal 1.	Item 1.	Are you better at doing some things than your best friends?	Yes	No
	Item 2.	Do your friends like to do all the same things you do?	Yes	No
Goal 2.	Item 1.	Can you think of three things you like about yourself?	Yes	No
Goal 3.	Item 1.	Strength and speed work skills or abilities?	Yes	No
Goal 4.	Item 1.	Do all workers have to be strong?	Yes	No
	Item 2.	Can individuals do any kind of work if they try hard?	Yes	No
Goal 5.	Item 1.	Can doing a good job make you happy?	Yes	No
Goal 6.	Item 1.	Do you often have to work with someone else on a job?	Yes	No
	Item 2.	Can other people sometimes help you with problems?	Yes	No
	Item 3.	Can your friends help you do some things?	Yes	No
Goal 7.	Item 1.	Can people be happy doing different kinds of jobs?	Yes	No
	Item 2.	Should everyone want to be rich?	Yes	No
	Item 3.	Do all workers work for the same reasons?	Yes	No
	Item 4.	Should all persons work?	Yes	No
Goal 8.	Item 1.	Is teamwork needed in sports but not in jobs?	Yes	No
	Item 2.	Is every person in a group important?	Yes	No
	Item 3.	Do you sometimes have to take orders in a group?	Yes	No
	Item 4.	Do you sometimes have to give orders in a group?	Yes	No

Life Role Domain (Circle Yes or No)

Goal 1. Item 1. Does a school have many workers? Yes No

Item 2. Do many people have jobs in factories? Yes No

Item 3. Do all dads have the same job? Yes No

Goal 2. Item 1. Do all workers make the same amount of money? Yes No

Item 2. Are there other benefits to working besides money? Yes No

Goal 3. Item 1. Can workers help solve problems such as pollution? Yes No

Item 2. Can work help make us happy? Yes No

Goal 4. Item 1. The two jobs most likely to require you to be good in reading are

___ Pilot ___ Sales Clerk ___ Teacher ___ Welder

Item 2. The two jobs most likely to require you to be good in math are

___ Radio Announcer ___ Bookkeeper ___ Typist ___ Engineer

Item 3. The two jobs most likely to require you to be good in gym are

___ Artist ___ Gas Station Worker ___ Jockey ___ Police Officer

Item 4. The two jobs most likely to require you to be good at art are

___ Fashion Designer ___ Author ___ Beautician ___ Secretary

Item 5. Which two types of work would likely require some knowledge of science?

___ Assembly Line Worker ___ Mechanic ___ Secretary ___ Nurse

Goal 5. Item 1. Will you do the same job as your father or mother when you grow up? Yes No

Goal 6. Item 1. Can doing a good job make you happy? Yes No

Item 2. Do some people work just to help other people? Yes No

			(Circle Yes or No)	
Goal 7.	Item 1.	Only children need to play.	Yes	No
	Item 2.	Play can make you feel good.	Yes	No
Goal 8.	Item 1.	School activities will help in spending your free time when you grow up.	Yes	No
Goal 9.	Item 1.	What people do for their job and what they do for play are always two different things.	Yes	No
	Item 2.	The amount of time workers can spend with their families often depends on the job they have.	Yes	No
Goal 10.	Item 1.	When you grow up will there be many kinds of things you can do well?	Yes	No

Career Planning and Decision Making Domain

Goal 1.	Item 1.	Can other people sometimes help you with choices?	Yes	No
	Item 2.	Is the library a good place for information about jobs?	Yes	No
Goal 2.	Item 1.	A person's values are what he/she strongly believes in.	Yes	No
Goal 3.	Item 1.	I can do many different kinds of things when I grow up.	Yes	No
	Item 2.	I need to plan carefully the kinds of things I want to do when I grow up.	Yes	No
Goal 4.	Item 1.	It does not matter what job you choose as long as it pays well.	Yes	No
	Item 2.	Should everyone want to be rich?	Yes	No
	Item 3.	Are there certain jobs only available to girls?	Yes	No
Goal 5.	Item 1.	If you really want something, do you have to plan for it?	Yes	No
	Item 2.	If you tease someone, will that person feel unhappy?	Yes	No
Goal 6.	Item 1.	What you do in school now has little to do with what you will do in high school.	Yes	No
	Item 2.	There is only one way to achieve a goal.	Yes	No
Goal 7.	Item 1.	Staying home from school does not hurt your job chances.	Yes	No

			(Circle Yes or No)	
	Item 2.	Math is not important if you are going to fix cars.	Yes	No
Goal 8.	Item 1.	Do parents sometimes make plans that do not work out?	Yes	No
	Item 2.	Do people change their minds many times about what kind of job they want?	Yes	No
	Item 3.	Once you decide to do something should you Ever change your mind?	Yes	No

APPENDIX E

PRIORITIES QUESTIONNAIRE
COVER LETTER AND INSTRUMENT

Dear

Our school has recently completed some surveys to identify some of the more important career guidance needs of our students. We would now like to be able to decide which of those needs should be addressed first.

If you will respond to the enclosed questionnaire, you will help us a great deal. When you are finished, please return your responses, in the enclosed envelope, to the school counselor. Your answers will be kept strictly confidential.

Thank you,

School Counselor

Priorities Questionnaire

INTRODUCTION

Several career guidance needs have been identified at our school following a survey of student achievement of important career guidance goals. We know that some changes should be made in our guidance programs to meet those needs. However, we do not know which of the needs should be met first. If you and others will answer this short questionnaire, we will be able to decide.

INSTRUCTIONS

Use this scale

1	2	3	4	5
Sometime	Before Too Long	Pretty Soon	As Soon as Possible	Right Now

EXAMPLE

Need	*Rating*
1. Too many students are unable to list at least five skills they will need for employment.	_____

If you think that this need should be addressed *right now*, you would put a *5* in the blank. If you think that the school should address the need *sometime*, you would put a *1* in the blank. If you think that the school should try to meet the need *pretty soon*, put a *3* in the blank. If *before too long,* put a *2*. If *as soon as possible*, put a *4*.

Priorities Questionnaire

Needs	*Rating*
Too few students can	
1.	
2.	
3.	

APPENDIX F

Follow-up Letter

Dear

On ______________________________, 19_____, out school sent out a short questionnaire to some persons whose opinions are very important to us. Unfortunately, some of the questionnaires have not been returned yet.

If you forgot to answer yours, please take a few minutes to do so now. We really do need your help. If you need a new form, call us and a new one will be sent out immediately.

If you have already sent your answers to us, please disregard this letter and accept our gratitude for your contribution toward making our school a better place for our students.

Sincerely,

School Counselor
(Phone:)

APPENDIX G

Sum of Ratings Form

Goal	Students	Employees	School Administrators	School Faculty	Graduates	Dropouts	Parents	Others
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								
Number of People Answering								

*Denotes missing ratings. A number in parentheses tells the actual *number* of responses to the goals.

APPENDIX H
Means Form

Goal	Students	Employers	School Administrators	School Faculty	Graduates	Dropouts	Parents	Others
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								

APPENDIX I
Goal Ratings Tables Form

Goal	Students	Employers	School Administrators	School Faculty	Graduates	Dropouts	Parents	Others
Mean								
Weight								
Product								
Sum of Products								
(Goal Values)								
Mean								
Weight								
Product								
Sum of Products								
(Goal Values)								
Mean								
Weight								
Product								
Sum of Products								
(Goal Values)								
Mean								
Weight								
Product								
Sum of Products								
(Goal Values)								
Mean								
Weight								
Product								
Sum of Products								
(Goal Values)								
Mean								
Weight								
Product								
Sum of Products								
(Goal Values)								

APPENDIX J
Tabulation Form

Questions (Subgoal)	Satisfactory Responses	Sub Total	Unsatisfactory Responses	Sub Total	Total Responses
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

APPENDIX K

Student Needs Table

Percent Satisfactory Responses	Domain		
	I	II	III
Below 30			
Between 30-50			
Between 50-70			
Between 70-90			
Above 90			

CREDIBILITY REVIEW PANEL MEMBERS

This rural school career guidance project represents an effort to build upon the unique strengths of the rural setting and to overcome the problems faced by educators, parents, employers, and students in rural schools and communities. The use of local credibility review panels was designed to provide an assessment of the relevance and feasibility of the ruralized processes and products generated as a result of this project. Individuals representing educators, students, parents, and employers were organized into fifteen review teams across the states of Michigan, Wisconsin, and Ohio. The following individuals gave freely of their time and competencies over a year's period to increase the effectiveness of our efforts.

MICHIGAN

Kenneth Groh, Administrator, Powers
Dennis Stenek, Administrator, Rapid River
Bill Wininger, Administrator, Republic
Dave Gallinetti, Administrator, Republic
Peter Rigoni, Administrator, White Pine
Earl Eliason, Teacher, Champion
Dave Morin, Teacher, White Pine
Ray Pomroy, Counselor, Laurium
Barbara Stebler, Counselor, Hubbell
John Peterson, Counselor, Gladstone
Charles Kalhoefer, Counselor, Stephenson
Bonnie Hansen, Counselor, Powers
Michael Meldrum, Counselor, Marquette
Kenneth C. Ivio, Counselor, White Pine
David Hooker, Student, Ahmeek
Matt Amann, Student, Gladstone
Theresa Lepthien, Student, Escanaba
Keith Johnson, Student, Republic
Reata Mayo, Student, Republic
Anita Niemi, Student, Republic
Craig L. Kinnunen, Student, White Pine
Cynthia Mayfield, Student, White Pine
Edith Jenich, Community Rep., Laurium
Roy Swanson, Community Rep., Escanaba
Lois Miron, Community Rep., Republic
Ben Mykkanen, Community Rep., Republic
Susan Bekkala, Community Rep., White Pine
Dale Hanes, Community Rep., Calumet
Capt. Robert Hartman, Community Rep., Gladstone

Special thanks is extended to the following Career Education Planning District (CEPD) coordinators who provided much leadership and coordination to the material review process.

Thomas Pierson - Marquette - Alger Intermediate School District
Paul Kimball - Copper Country Intermediate School District
W. Leroy Liimakka - Gogebic Ontonagon Intermediate School District
Ivan Ryan & Karl Arko - Delta-Schoolcraft Intermediate School District

OHIO

Edward Pogue, Administrator, Portsmouth
William Mann, Administrator, Heborn
Hager Sphrlock, Administrator, Wheelersburg
Ray Tearney, Administrator, Fremont
Gerald Snyder, Administrator, Chillicothe
Everett Park, Administrator, Chillicothe
Helen Snyder, Administrator, Waverly
Darold Figgins, Administrator, Montpelier
Stanley Miller, Administrator, Clarksburg
Max Knisley, Administrator, Chillicothe
Carl Fogle, Administrator, Navarre
Tony Zuppe, Administrator, Alliance
Kenneth Schppan, Teacher, Canton
Mary Lou Wachtel, Teacher, Massillon
Milton Miller, Teacher, Navarre
John Smith, Counselor, Canton
Robert Mason, Counselor, Granville
Joyce Windnagle, Counselor, Defiance
Donald Anderson, Counselor, Bainbridge
Donald Kerr, Counselor, Westerville
Wesley Snyder, Student, Canal Fulton
Dallas Chaffin, Student, Chillicothe
Jim Hoover, Student, Napoleon
Jill Decker, Student, Sherwood
Kim Burton, Student, Portsmouth
Dudley Nichols, Student, Portsmouth
Vance Holter, Student, Johnstown
Carolyn Ford, Student, Johnstown
Paula Morgan, Student, Chillicothe
Wade Goley, Community Rep., Canal Fulton
Mable Alley, Community Rep., Londonberry
Merl Bauman, Community Rep., Napoleon
William Hall, Community Rep., Wheelersburg
Lena Rowe, Community Rep., Portsmouth
Janet Everett, Community Rep., Johnstown
Lloyd Bixler, Community Rep., Newark
Pam Whaley, Community Rep., Wauseon
Charles Knapp, Community Rep., Chillicothe

WISCONSIN

Ted Kakaliouras, Administrator, Bangor
Fred Ponschok, Administrator, Shawano
Al Szepi, Administrator, LaFarge
Eugene Hawkinson, Administrator, Belmont
Jim Wall, Administrator, Platteville
Alan Beeler, Administrator, Johnson Creek
Theresa Worachek, Administrator, Reedsville
Jim Romskog, Teacher, West Salem
James Leavitt, Teacher, Belmont
Margo Thiede, Teacher, Platteville
Leona Chadwick, Teacher, Ft. Atkinson
Grant Mattes, Teacher, Reedsville
Susan Zimmerman, Counselor, Onalaska
Theda Gill, Counselor, Platteville
Terry Van Himbergen, Counselor, Johnson Creek
Larry Olson, Counselor, Reedsville
Charlotte Buckbee, Counselor, Shawano
Kevin Berg, Student, Bangor
Jo Ellen Hesselberg, Student, Sparta
Jackie Buckhop, Student, Belmont
Ron Voigts, Student, Belmont
Theresa Stuehler, Student, Watertown
Mitch Winter, Student, Johnson Creek
Kathy Welch, Student, Reedsville
Tim Wenzel, Student, Reedsville
Steven Broder, Student, Shawano
Steve Derm, Student, Shawano
Juanita Rasch, Student, Shawano
Charlotte Hoffmann, Parent, Bangor
Shirley Heins, Parent, Belmont
Mr. & Mrs. William Daley, Parents, Greenleaf
Lloyd Niedfeldt, Community Rep., Bangor
Joseph Klein, Community Rep., Cuba City
Helen Krause, Community Rep., Johnson Creek
Betty Lemberger, Community Rep., Whitelaw
William Becker, Community Rep., Shawano
J. A. Kasten, Community Rep., Shawano
Charles Marohl, Community Rep., Shawano

Rural America Series

Career Guidance Program Support Information Documents

State of the Art Review

Life Role Development Model

Career Guidance Resources

Career Guidance Program Process Handbooks

Planning and Implementation

Career Development Needs Assessment

Behavioral Objectives

Resource Assessment

Deciding via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

Career Counseling in the Rural School

Desk Reference: Facilitating Career Counseling and Placement

An Individualized Approach to Career Counseling and Career Placement

Transitional Career Placement in the Rural School

Career Guidance Practices

Career Guidance Program Support Functions Handbooks

Staff Development

Community Relations and Involvement

Rural Community Perspectives toward Career Development

For ordering information (individual and quantity prices) and/or in-service training technical assistance, contact:

The Center for Vocational Education
CVE Publications
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655